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ABSTRACT

The sixth grade instructional unit, part of a field-tested grade school level career education series, is designed to assist learners in understanding how present experiences relate to past and future ones. Before the main body of the lessons is described field testing results are reported and key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks. Instructional procedures are presented in three sections--an introduction, learners' tasks, and a summary. Some supplemental activities are presented, strategy and resource profiles provided, and assessment procedures outlined. Stressing increasing self-knowledge through thought provoking activities, the unit provides guidelines and highly structured worksheets to direct inquiry into the nature and sources of ideas, how they change, and how they are expressed. Assessment is based on the completion of activities rather than on values expressed. Games, projects, and self-monitoring activities are designed to reinforce basic competencies. The 11-hour unit, suitable for group and individual instruction, related primarily to the social studies area. An instructional strategy guide, dealing with discussion and role-playing techniques, and an activities resource guide, are appended. (MW)

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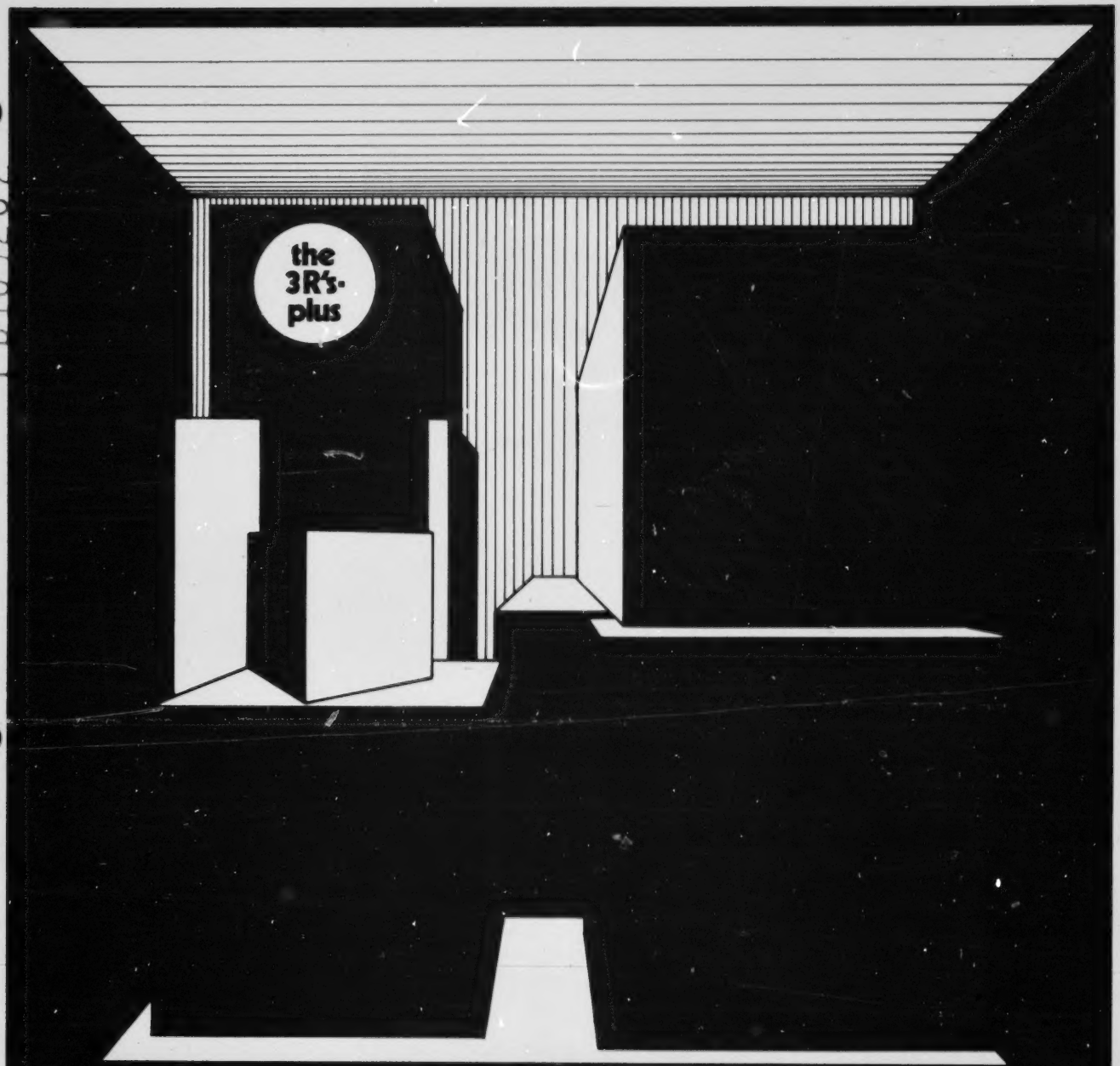

IDEAS: THINGS TO THINK ABOUT

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IDEAS: THINGS TO THINK ABOUT

SIXTH GRADE

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ARIZONA STATE DEPARTMENT OF EDUCATION
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SUPERINTENDENT OF PUBLIC INSTRUCTION

January, 1974

Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

IDEAS: THING TO THINK ABOUT

This instructional unit, which relates to the Career Education outcomes, has been field tested in the State of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers.

OVERVIEW:

1. If you would have the learners make up their own assessment items (following a certain model of your choice) the reservoir of assessment items would be increased and it could show how well the learners understood the content. (pages 27, 37, 63, 89, 105, 123, 133)

2. Remember the "suggested answers" are just that--"Suggested."

3. Note that Lesson 11 takes a minimum of one week.

4. Review previous lesson prior to presenting the next lesson.

SPECIFICS:

Lesson 1:

a. A more participative type of introduction would be to have the learners identify their favorite sport, food, TV show, book, etc., and discuss why. (page 20)

b. Have learners add to the "B" list on the assessment item (page 27).

Lesson 2:

a. As a supplementary activity, learners might make up similar items to that found in the assessment item on page 37.

Lesson 4:

a. The value chart, page 57 could be deleted.

Lesson 5:

a. Discuss the worksheet on page 61 before starting the "Sweet Lizzie" worksheet.

b. The assessment item on page 63 could be changed to a discussion with the learners adding other examples.

c. Supplementary activity for page 61 could be (1) Find two activities which occur at school which show a "means-ends" example; (2) Have different groups act out different means to the same end and have the class identify the means and ends.

Lesson 7:

a. For the introduction on page 100 an example that might be used would be that in 1400 the world was believed to be flat but by 1500 it was known to be round. What caused the change?

Lesson 8:

a. Students could give other items similar to the one on page 105 assessment.

b. Another category that could be added to the "Thinking Out Loud" activity (page 116) would be hobbies.

Lesson 9:

a. Provide a variety of situations for the activity on page 122--perhaps use some examples involved in career choices and value conflicts.

b. Learners could make up similar items for the assessment on page 123.

Lesson 10:

a. "The Party" pages 126 and 132, either add a similar example for the boys or add one that would involve both boys and girls; for example, choosing members for a softball team.

Lesson 11:

a. This lesson is optional.

b. If it is used, a simulated diary could be used as an instructional example.

Lesson 12:

a. A supplementary activity could be to have each learner study and find out the values emphasized in a particular career.

CONTENTS

UNIT DESIGN. 1

Overall Purpose 1
Concepts. 1
Performance Objectives. 1
Lessons 1
Resources 2
Assessment Procedures 3
Instructional Strategy Guides 3

UNIT OVERVIEW. 5

Purpose of This Unit. 5
Intended Use of This Unit 5
Preparing to Teach This Unit. 6
Unit Content/Strategy Profile 9
Unit Resource Profile 13

INSTRUCTIONAL SEQUENCE 17

Lesson 1 Clues to Values 19
Lesson 2 Detecting Indicators 33
Lesson 3 Autobiography 47
Lesson 4 Choice, Pride, Action 53
Lesson 5 Means Versus Ends 59
Lesson 6 Preferences or Values?. 85
Lesson 7 Changing Thoughts 99
Lesson 8 Thinking Out Loud 111

Lesson 9 Learning From Conflicts. 119
Lesson 10 The Party. 125
Lesson 11
Part I Free Time Diary 135
Part II Diary Analysis 139
Lesson 12 Plan of Action 145
Lesson 13 A Last Look. 155

APPENDICES

APPENDIX A

Instructional Strategy Guides
Discussion Strategy 163
Role-Playing Strategy 173

APPENDIX B

Activities Resources 181

BIBLIOGRAPHY. 183

UNIT DESIGN

Overall Purpose

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

Concepts

The concepts of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these concepts be implicit in the total curriculum and also consistent with the accepted maturation patterns of the learners.

Performance Objectives

The performance objectives are derived from the concepts and are intended to specify the expected behavior of the learners.

Lessons

The lessons will help the instructor meet the performance objectives and are designed to assist the learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described,

key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

> INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.
>
> TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.
>
> SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

Resources

Instructional resources (materials or equipment) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

On occasion, supplemental activities are presented to assist in obtaining the desired learner outcomes.

Assessment Procedures

The purpose of the assessment procedures is to determine the learners' level of achievement of certain performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson. However, it is proposed that the items be grouped and administered as follows:

Lesson 1	(5 minutes)
Lesson 2	(10 minutes)
Lessons 5,6,7	(10 minutes)
Unit Evaluation Questionnaire	(10 minutes)

Instructional Strategy Guides

The unit contains several types of instructional strategies, including role playing and discussion. Instructor guides for these strategies are presented in Appendix A, with specific references given in the lessons. A *Unit Content Strategy Profile*, which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

UNIT OVERVIEW

Purpose Of This Unit

The overall purpose of this unit is to make the learner aware of some of his important ideas, and the source(s) of these ideas. The unit stresses increasing self-knowledge through thought provoking group and individual activities.

Guidelines and highly structured worksheets are provided to direct learner inquiry into the nature and sources of ideas, how they change, and how they are expressed. Because of the personal and private nature of individual ideas, learners are assessed primarily on completion of activities, rather than on ideas or values expressed. Several assignments are not turned in but are kept by learners for later reference.

Once basic competencies have been acquired, learners participate in games, projects, and self-monitoring activities designed to further develop and strengthen the skills and habits of thinking about and acting on their ideas and values.

Intended Use Of This Unit

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated with its development. It represents only an early developmental effort. It is anticipated that the unit will be extensively revised based on data collected through classroom utilization. In order for useful revision data to be collected, it is essential that the unit be taught in a manner consistent with the developer's intent.

GRADE PLACEMENT

Sixth grade

SUBJECT AREA

Social studies

DURATION

Eleven hours

GROUPING

Large, small, and individual

PREPARING TO TEACH THIS UNIT

Two *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

To instructors who may feel an initial hesitancy about introducing in the classroom material that relates to individuals, a word of encouragement. Instructors who previewed this unit began reading with the same reservations. However, after reading through all the lessons they were convinced that the unit was readily teachable and were enthusiastic about using it with their classes. Give yourself time to become thoroughly familiar with the unit before judging its potential effects in your classroom.

Read the total unit and obtain resource materials before beginning. It is assumed that the instructor will have access to the materials and equipment necessary to reproduce printed learner worksheets.

Prepare learners for this unit by encouraging a supportive, nonjudgmental classroom atmosphere. The atmosphere in which the study of ideas as values is introduced is essential to this unit's effectiveness in helping learners uncover and assess their own basic value structures and beliefs. Feel free to express your own ideas and describe your life-style but avoid imposing them on the learners.

Open-endedness is the key to unit success. Do not try to "tie up" each activity with "answers" or "solutions" to learners' value-related problems. Instead, ask nonjudgmental leading questions that will provide further food for thought. Such questions and guidelines to interaction are contained in the lessons.

Much of the information in this unit was adapted to sixth-grade use from Values and Teaching, by Raths, Harmin, and Simon. If you desire further information about values clarification techniques, or additional activities, that book, plus Values Clarification, both referenced in the bibliography, as well as the sources listed in the Activities Resources (Appendix B), should prove highly useful.

The following are special considerations for each lesson:

Lesson 1 - Many terms are to be looked up in the dictionary. If each learner has a dictionary, a race between halves of the class to find words can help maintain interest.

Lesson 2 - The worksheet is long and may be completed in two work sessions (break after item three on the sheet). If the learners are weak readers, the work may be done orally.

Lesson 3 - The learners may be allowed to use a variety of media, depending on their language skills and other interests. Examples: (a) a list, (b) a tape recording, (c) a set of captioned pictures. This assignment may be spaced over two work periods.

Lesson 4 - None

Lesson 5 - *Mrs. Matilda's Mystery* makes an excellent listening activity. You might wish to read it aloud later in the day, rather than during the lesson. The learners can answer the questions orally.

Lesson 6 - The *What's The Difference?* worksheet allows learners to discover the finer points on which to distinguish between preferences and values. After making this discovery, it may be highly desirable to provide further practice with the *Preference or Value?* worksheet.

Lesson 7 - None

Lesson 8 - CAUTION: Because this activity focuses group attention on individual learners' values, you may wish to omit it if you feel learners are not mature enough, or you may decide to offer it later in the unit. Neither of these decisions will harm unit continuity in any way.

Lesson 8, 9. and 10 may be used in any sequence. Lessons 8 and 9 should be used repeatedly when the class has about ten free minutes.

Lesson 9 - Use more self-confident learners for early role-playing experiences. As this type of experience is repeated, draw out quieter learners.

Consult the *Role-Playing Strategy* for additional suggestions.

Lesson 10- None

Lesson 11- (Part I) Set aside five to ten minutes at the end of each day for learners to bring their diaries up to date.

Lesson 11- (Part II) None

Lesson 12- None

Lesson 13- None

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
1	30 min.	Learners identify examples of the five types of value indicators.	Discussion Worksheet
2	20 min.	Learners analyze a hypothetical situation.	Small group worksheet
3	40 min.	Learners construct autobiographies.	Autobiography
4	30 min.	Learners identify their ideas by measuring them against three distinguishing questions.	Lecture Values chart
5	30 min.	Learners discriminate the means and ends contained in people's actions in order to gain skill in identifying ideas in action.	Lecture Worksheet
6	15 min.	Learners discriminate between preferences and values.	Lecture Small group worksheet

UNIT CONTENT/STRATEGY PROFILE

Lesson Number	Time	Content	Instructional Strategies
7	20 min.	Learners identify idea changes and the experiences that brought them about.	Discussion Worksheet
8	30 min.	Learners choose topics about which express their opinions.	Interview
9	20 min.	Learners see conflicts from different points of view as they participate in role-playing activities.	Role playing
10	35 min.	Learners gain insight into their ideas through the decisions they make solving a hypothetical problem.	Game
11 Part I	20 min.	Learners keep records of their daily activities for future analysis centering on the relationship of values to activities.	Diary

UNIT CONTENT/STRATEGY PROFILE

Lesson Number	Time	Content	Instructional Strategies
11 Part II	20 min.	Learners examine their daily activities to find out how they relate to their ideas.	Worksheet
12	20 min.	Learners plan and carry out activities which allow them to act on ideas they hold.	Worksheet
13	30 min.	Learners evaluate the unit's effectiveness.	Worksheet Discussion

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	Worksheet: *Value Indicators* Worksheet key: *Value Indicators* *Answer Key* Assessment item	
2	Worksheet: *Hidden Meanings* Worksheet key: *Hidden Meanings* *Suggested Answers* Assessment item	
3	Information sheet: *Autobiography Topics*	Chart paper Marking pen (optional) Manila envelopes Opaque projector or overhead projector
4		Rulers Chart paper Marking pen (optional)

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
5	Worksheets: 1. *Means and Ends* 2. *Sweet Lizzie* 3. *Mrs. Matilda's Mystery* (supplemental) Worksheet suggested answers: 1. *Means and Ends* 2. *Sweet Lizzie* 3. *Mrs. Matilda's Mystery* (supplemental) Assessment item	
6	Worksheets: 1. *What's The Difference?* 2. *Preference or Value* (supplemental) Worksheet keys: 1. *What's The Difference? Answer Key* 2. *Preference or Value? Answer Key* Assessment item	

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
7	Worksheet: *Thought Changes* Assessment item	
8	Information sheets: *Activity Description: Thinking Out Loud* *Activity Record*	
9	*Role-Playing Strategy* (Appendix A) Assessment item	*Activity Record* (Lesson 8)
10	Information sheets: 1. *The Party* 2. *Activity Description: The Party* Assessment item	*Activity Record* (Lesson 8)
11 Part I		*Activity Record* (Lesson 8)
11 Part II	*Diary Analysis Questions*	*Activity Record* (Lesson 8) Lined writing paper

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
12	Worksheet: *Plan of Action* Assessment item: *Product Assessment Form: Plan of Action*	*Activity Record* (Lesson 8) Chart paper or overhead projector
13	Worksheet: *Product Evaluation Questionnaire: Thinking It Over* *Discussion Strategy* (Appendix A)	

INSTRUCTIONAL SEQUENCE

CLUES TO VALUES

Lesson One

Goals

Learners will become aware that thoughts, feelings, and actions can indicate underlying values.

Learners will identify the five types of value indicators.

Performance Objective

Given examples of thoughts, feelings, and actions, the learner will match them with the categories of value indicators provided.

Lesson Time

60 minutes

New Vocabulary

Value - a principle or idea which a person holds in high esteem and that forms the basis of a person's thoughts, actions, and feelings

Value indicators - thoughts, feelings, or actions that give clues or hints about the values that cause a person to think, feel, and do the things he does

Attitude - a feeling or emotion about something

Goal - an end one is trying to achieve

Belief - a conviction; something one believes is true

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Value Indicators* Worksheet key: *Value Indicators* *Answer Key* Assessment item	

Instructor Preparation Tasks

Duplicate one copy of the following items for each learner:

1. *Value Indicators*
2. Assessment item

Instructional Procedures

INTRODUCTION

Tell the learners that today they are starting a series of lessons on values. The purpose of these lessons is to help the learners find out more about the values they hold.

Explain that values are things that are important to a person. *Values* are principles or ideas that form the basis of a person's thoughts, actions, and feelings.

Ask: *What things matter most to you?*

Possible response: Being my own boss.

Mention that each individual has his own unique set of personal values. People value things like honesty, freedom, or kindness.

Ask: *How could you define a personal value?*

Possible responses:

1. *Something you believe in.*
2. *Something that's important to you.*
3. *A rule you live by.*

Discuss the question: *Why is it important to know about your values?*

Point out that it is important in order to (1) find out what activities and choices will make you happiest; and to (2) help you live the kind of life you value most (do the things that give you the most pleasure and pride, that help you reach desired goals, etc.).

Emphasize that these lessons are designed to help the learners find out more about who they are and what they want and like. They will never be forced to share their thoughts with others, although they will have opportunities to do so if they wish. It is their participation in the process of identifying and developing values which is important, more than any conclusions or "answers" they might come up with.

Tell the learners that a good way to start finding out about their own personal values--what they are and how they affect their lives--is to look at some of the things they think, feel, and do.

TASKS

Explain that the things a person thinks, feels, and does can be called *value indicators* because they give clues or hints about the values that cause him to think, feel, and do the things he does. The word indicate means to show or point out. Value indicators will show or point to the values that lie behind how a person acts or feels.

There are five basic types of value indicators. The first may be described as attitudes or feelings. (Write these words on the chalkboard.) Have the learners look up attitude in the dictionary. *Attitudes* are feelings or emotions about something like being friendly, being proud of something you did, or being happy or sad at different times. People often describe others by their characteristic attitudes, such as: "He's very outgoing," or He's always nervous." Ask the learners to supply other examples.

Possible responses:

1. *Liking school*
2. *Liking to do things on your own*
3. *Feeling angry about something you do not like*

The next type of value indicator is any goal a person has. (Write the word "goal" on the chalkboard.) Again, have the learners check this term in the dictionary. A *goal* is an end one is trying to achieve and may be for today, tomorrow, next year, or ten years from now. For instance, a person's goals might include saving ten dollars, making a new dress, or becoming the president of a bank. Ask the learners to supply other examples.

Possible responses:

1. *Buy a bike*
2. *Make the Little League team*

A third category is interests or activities. (Write "interests or activities" on the chalkboard.) Interests and activities include such things as stamp collecting, studying, or being involved in sports. Ask the learners to supply other examples.

Possible responses:

1. *Going to a movie*
2. *Playing ball*
3. *Learning about something, like music or horses*

Beliefs, like the belief that people should help one another, special rules about how to behave, such as scout laws or religious beliefs, are another type of value indicators. People aften think of their beliefs as rules to live by, or statements of what they think people should do, such as "You should be kind to others." Explain that *beliefs* are convictions or something that one believes is true. (Write "beliefs" on the chalkboard.) Have the learners find and read the dictionary definition of belief. Ask the learners for other examples.

Possible responses:

1. *Stealing is wrong.*
2. *You should always try your best.*
3. *People are basically good.*
4. *You should always tell the truth.*

The last type of value indicator has to do with your worries or problems. (Write "worries or problems" on the chalkboard.) That would be things like worrying about a test or wanting to be better-liked. Ask the learners for other examples.

Possible responses:

1. *Wanting to get over being shy*
2. *Worrying about your grades*
3. *Not having enough money to go to camp this summer*

Tell the learners that these five things - attitudes or feelings, goals, interests or activities, beliefs, and worries or problems - help people find out what their values are by showing them the things that are important in their lives, the things they want most and do most often. These are the ways people's values express themselves every day.

Give further practice in identifying value indicators. Read the following examples to the class. Ask the learners to name the category of value indicator each example fits.

Examples:

1. Playing chess (interests or activities)
2. Being allowed to stay up all night (goals)
3. Planting a garden (interests or activities)
4. Getting along with my sister (worries or problems)
5. Believing patriotism is important (beliefs)
6. Being unfriendly (attitudes or feelings)
7. Wishing I were taller (worries or problems)
8. Listening to records (interests or activities)
9. Thinking honesty is best (beliefs)
10. Being easy-going (attitudes or feelings)

If the learners wish, they may provide examples for others to categorize.

Pass out the *Value Indicators* worksheet. The worksheet gives learners practice identifying common value indicators. Read the directions to the learners and give them a time limit (about ten minutes should be more than ample). If the learners have trouble with reading, read each example and the choices aloud and have the learners silently locate the correct answer on their papers and write it in.

Correct and collect the worksheet.

SUMMARY

Tell the learners that today they have gained an importnat skill for finding out about their values. They learned what value indicators are and how to identify them. Remind them that knowledge of their values can help them make intelligent decisions about what they want to do in everyday situations and about future plans, such as career choices.

The next lesson gives further practice in recognizing value indicators in everyday situations.

Assessment Procedures

DESCRIPTION

A matching item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

5 a.	2 e.
3 b.	4 f.
2 c.	3 g.
1 d.	

Name_____

Date_____

Lesson 1

ASSESSMENT ITEM

Write the number of the value indicator in Column A in the space beside the matching example in Column B.

A		B
1. Attitudes or feelings	___a.	Need to earn more money
2. Goals	___b.	Sewing
3. Interests or activities	___c.	To be in a rock band
4. Beliefs	___d.	Depressed
5. Worries or problems	___e.	Fame
	___f.	Democracy is best
	___g.	Collecting stamps

Name_____

Date_____

Lesson 1

VALUE INDICATORS

DIRECTIONS: Write the number of the value indicator in Column A in the space beside the example Column B.

A	B
1. Attitudes or feelings	___a. Singing
2. Goals	___b. Happy-go-lucky
3. Interests or activities	___c. How to get along better with a friend
4. Beliefs	___d. Relaxed
5. Worries or problems	___e. Swimming
	___f. War is sometimes necessary
	___g. Playing the piano
	___h. Money is evil
	___i. Solving puzzles
	___j. To be rich

VALUE INDICATORS

ANSWER KEY

DIRECTIONS: Write the number of the value indicator in Column A in the space beside the example Column B.

A	B
1. Attitudes or feelings	3 a. Singing
2. Goals	1 b. Happy-go-lucky
3. Interests or activities	5 c. How to get along better with a friend
4. Beliefs	1 d. Relaxed
5. Worries or problems	3 e. Swimming
	4 f. War is sometimes necessary
	3 g. Playing the piano
	4 h. Money is evil
	3 i. Solving puzzles
	2 j. To be rich

DETECTING INDICATORS

LESSON TWO

GOAL

Learners will increase their ability to find the value indicators hidden in everyday thoughts, feelings, and actions.

PERFORMANCE OBJECTIVE

Given a hypothetical situation, the learner will identify value indicators present or inferrable.

LESSON TIME

45 minutes

PREREQUISITE KNOWLEDGE

Five types of value indicators

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Hidden Meanings* Worksheet key: *Hidden Meanings* *Suggested Answers* Assessment item	36

Instructor Preparation Tasks

Duplicate one copy of the worksheet *Hidden Meanings* for each small group (three to four learners).

Duplicate one copy of the assessment item for each learner.

Instructional Procedures

INTRODUCTION

Remind the learners that the previous lesson discussed five types of value indicators - five ways people give hints about their values. The ability to identify value indicators is an important step towards knowing what your values are. Knowing and acting on your values will make life less confusing and happier. You can know why you do the things you do and feel proud of them.

Ask: *What are some types of value indicators?*

Desired responses:

1. *Goals*
2. *Attitudes or feelings*
3. *Interests or activities*
4. *Worries or problems*
5. *Beliefs*

List the value indicators on the chalkboard, supplying any omitted by the learners. Ask the learner to supply examples of each value indicator. List responses beside indicators on the chalkboard, adding any learners cannot think of.

Possible responses:

1. *Being an astronaut (goals)*
2. *Being considerate (attitude or feeling)*
3. *Collecting records (interests or activities)*
4. *Need to get someone to stop bullying you (worries or problems)*
5. *Being kind in thought, word, and deed (beliefs/rules)*

Tell the learners that today's worksheet presents a short discussion between two girls and helps the learners find the girls' value indicators. This activity should clear up any questions about value indicators and help the learners see how value indicators function in everyday life. (This is essential for recognition of their own value-indicating thoughts, feelings, and actions in the next lesson.)

TASKS

Break the class into groups of three to four learners. Pass out one copy of *Hidden Meanings* to each group. Read "A Word to the Learner," "Saturday Plans " with the class as a whole, or have one good reader in each group read the worksheet to others. Either way, be sure to allow for plenty of discussion of possible answers to the questions. Tell the class how much of the sheet they are expected to complete (a good stopping place, if you wish to break the work into two sessions, is after item three) in what amount of time. Provide the answer sheet for groups to check their work as they finish.

SUMMARY

Ask the learners what they learned about people's ways of looking at value indicators. Ask:

Did you have some disagreements in your groups about some of the questions? What is the difference between studying something like values and something like math?

Possible responses:

1. *We had trouble with the question on worries and problems and disagreed a little about the girls' beliefs.*
2. *With something like this, you are not sure when you have the right answer.*
3. *In math, you know when you are right. You can check your answers.*

Explain that many times values or value indicators have to be inferred or guessed at from what someone says or does, because it is not obvious why he says or does it. That is why, in the study of values, there are often no cut and dry right or wrong answers. If a person can give good reasons for his opinion, others should respect it and not call it "wrong."

Tell the learners that the next lesson involves looking at their own value indicators, using the skills they developed for finding out about Maggie's and Jean's today.

Assessment Procedures

DESCRIPTION

A completion item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor. (The terms "amateur" and "athletic scholarship" should be clarified before the learners read the item.)

KEY

These or similar responses are acceptable:

1. Go to college or win a lot of races
2. Running track
3. Getting an athletic scholarship for college
4. Everyone should keep fit and get plenty of exercise

Name_____

Date_____

Lesson 2

ASSESSMENT ITEM

RUNNING

Jim Lions ran the 100 yard dash for the Central High track team. Sometimes it seemed to Jim that he spent his whole day running.

Every morning he got up at five o'clock to jog a mile before school. Then every afternoon he spent working out with the team. On Saturdays, he often competed in amateur meets.

Jim enjoyed running. "I think everyone should keep fit and get plenty of exercise, and running is a good way to do it," he'd say.

Running, and especially winning races, was also important to Jim for other reasons. "I want to go to college, but the only way I can afford it is to get an athletic scholarship. That means I really have to run well this year," he said, with a worried look on his face.

Give an example from the story of each of the following value indicators:

1. A goal Jim had:_____
2. An interest or activity Jim enjoyed:_____
3. Something Jim was worried about:_____
4. A belief Jim held:_____

Name_____

Date_____

Lesson 2

HIDDEN MEANINGS

A WORD TO THE LEARNER:

As you know, this whole set of lessons is a tool for you to use to find out more about yourself. That requires a lot of honesty and a lot of really serious thinking. Take enough time on assignments like this one to really think things through -- to get some idea of what you truly think or feel, not just the first thing that pops into your head.

What are values anyway? How do we recognize them? They rarely stand up and shout, "Here I am!" No, values are shy fellows. They tend to hide behind things we do and say. They are the reasons why we act the way we do.

One good way to see our values, then, is to look closely at the thoughts, actions, and feelings that give clues about our values. These are the value indicators you have learned. They are:

1. Interests or activities
2. Goals
3. Attitudes or feelings
4. Beliefs
5. Worries or problems

Let's look at each of these in more detail. See what value indicators you can spot in the following story.

SATURDAY PLANS

Jean and Maggie are discussing what they'd like to do on Saturday. Jean favors a long bicycle trip and picnic. Maggie would rather go shopping or to a movie.

"I haven't seen Jody and the gang all week. They usually hang around the shopping center. They'll think we don't like them if we don't show up. Besides, we can have a lot of fun trying on clothes and stuff," Maggie argued.

"Yes, I suppose," replied Jean. "But I've been to the shopping center a lot lately. Anyway, Jody and I aren't really very good friends. Most of the things her group does aren't much fun. I'd rather get away to where there aren't crowds of people."

"Well, the shopping center's closed on Sunday, so why don't we go there Saturday and picnic on Sunday?" suggested Maggie.

"Sure," Jean shrugged her shoulders, "I guess that'll be all right."

1. Interests and Activities

   a. Who is more interested in clothes?_____

   b. Who is more interested in exercise?_____

2. Goals

   a. What does Jean want to do on Saturday?_____

   b. What goal does Maggie have in mind for Saturday?

      _____

3. Attitudes or Feelings

   Write the name of the girl after each sentence which describes an attitude or feeling which might hide behind her Saturday plans.

   a. Hanging around with a bunch of kids is a bore._____

   b. Sometimes it's fun to dress up and pretend you're somebody else._____

   c. I get nervous in a group._____

   d. I feel good when someone compliments me._____

   You're getting closer to values when you become aware of the unspoken feelings that lie beneath what you and others say about your interests.

4. Worries or Problems

   Digging deeper yet, what worry or problem might lie behind Jean's feelings about being with a group of people? Check the one you think fits best.

___a. I don't have many good friends.

___b. I get unhappy when I'm alone.

How about Maggie? Which one fits best?

___c. I feel lost without a lot of other people around.

___d. I have a hard time believing what other people say.

5. Beliefs

What basic beliefs does each girl hold? Write the girl's name next to each sentence you think she might agree with.

_____a. A person needs times of peace and quiet.

_____b. People are happiest doing things as a group.

_____c. You can measure yourself by what others think of you.

Good work! Now you've taken a good, close look at the clues to people's values. Soon, you will learn how to put those clues together and come up with the values themselves.

HIDDEN MEANINGS

SUGGESTED ANSWERS

These answers are suggested only to give examples of what might hide behind each girl's Saturday plans. Other answers may be right too.

1. Interests and Activities

   a. Who is more interested in clothes? Maggie

   b. Who is more interested in exercise? Jean

2. Goals

   a. What does Jean want to do on Saturday? Go for a bike ride and picnic

   b. What goal does Maggie have in mind for Saturday?

   Go shopping or to a movie

3. Attitudes or Feelings

   Write the name of the girl after each sentence which describes an attitude or feeling which might hide behind her Saturday plans.

   a. Hanging around with a bunch of kids is a bore. Jean

   b. Sometimes it's fun to dress up and pretend you're somebody else. Maggie

   c. I get nervous in a group. Jean

   d. I feel good when someone compliments me. Maggie

   You're getting closer to values when you become aware of the unspoken feelings that lie beneath what you and others say about your interests.

4. Worries or Problems

Digging deeper yet, what worry or problem might lie behind Jean's feelings about being with a group of people? Check the one you think fits best.

__x__ a. I don't have many good friends.

____ b. I get unhappy when I'm alone.

How about Maggie? Which one fits best?

__x__ c. I feel lost without a lot of other people around.

____ d. I have a hard time believing what other people say.

5. Beliefs

What basic beliefs does each girl hold? Write the girl's name next to each sentence you think she might agree with.

Jean a. A person needs times of peace and quiet.

Maggie b. People are happiest doing things as a group.

Maggie c. You can measure yourself by what others think of you.

Good work! Now you've taken a good, close look at the clues to people's values. Soon, you will learn how to put those clues together and come up with the values themselves.

AUTOBIOGRAPHY

LESSON THREE

CONCEPT

Learners will construct autobiographies.

PERFORMANCE OBJECTIVE

Given the categories of value indicators, the learner will state his own value indicators, covering all five categories.

LESSON TIME

60 minutes

NEW VOCABULARY

Autobiography - the life history of a person written or told by himself

PREREQUISITE KNOWLEDGE

Ability to identify value indicators

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information sheet: *Autobiography Topics*	Chart paper
	Marking pen (optional)
	Manila envelopes
	Opaque projector or overhead projector

Instructor Preparation Tasks

List five value indicators on chart paper.

Prepare *Autobiography Topics* for group use with an opaque projector, overhead projector, or individual learner copies.

Obtain one large manila envelope for each learner.

Instructional Procedures

INTRODUCTION

Tell the learners that now since they are good at identifying value indicators, they will have an opportunity to take a close look at their own. This will help the learners gain more understanding of why they act and feel the way they do now and of what sort of life will make them happy in the future.

TASKS

Tell the learners that they will take their first step toward these goals by identifying their value indicators. This will be done by developing a special kind of autobiography. Remind learners that an *autobiography* is a life history of a person written or told by himself. Ask:

What kinds of information do you usually put in an autobiography?

List the responses on the chalkboard.

Possible responses:

1. *Your name*
2. *Your age*
3. *Your birthday*
4. *How many brothers and sisters you have*
5. *What you like to do*

Present the chart listing value indicators. Tell the learners they will be making value indicating autobiographies. Ask:

Which of the things we have already listed on the board are value indicators that could be included in this autobiography?

Circle appropriate topics; erase those not applicable. If no appropriate topics have been generated by the learners, suggest some, such as: what you want to be when you grow up, what you like and dislike about school, and what you like to do.

Ask: *What kinds (categories) of value indicators do we have so far?*

Write the indicator type next to each circled topic on the chalkboard. (Examples: What you want to be when you grow up - goals; what you like and dislike about school - attitudes and feelings; what you like to do - interests and activities.

With the learners, supply one or two specific examples or general topics (such as those given above and in *Autobiography Topics)* related to the remaining value indicators. Discuss the topics suggested in the *Autobiography Topics* resource provided at the end of the lesson. (This list may be reproduced on an overhead projector or on chart paper, displayed on an opaque projector, or provided as a learner handout.)

Formally assign the autobiography in whatever format and media you think most appropriate to your learners. They may be given a choice or assigned to a specific type. (See "Special Considerations" as shown in the front matter.) Give the learners a time limit.

Provide a forum for the learners who wish to share their autobiographies with the class. Emphasize that this activity is optional.

Distribute the manila envelopes to the learners. Tell the learners that these envelopes are to be used to store any private information they write down about their own values. No one else will see what goes into the envelopes.

Instruct the learners to put their finished autobiographies in their manila envlopes. Learners will need to use their autobiographies in future lessons.

SUMMARY

Ask: *If you wanted someone to know you, would you tell him the things that are in your autobiography or something else? Why?*

Possible response:

I'd show him my autobiography. It tells the things about me that are most important.

If the learners suggest other topics, discuss whether they really tell much about a person, and, if so, how they relate to the categories of value indicators and might be included in the learners' autobiographies. (Example: data on the number, sexes, and ages of siblings might be important if it relates to a learner's attitudes and feelings, or his worries and problems, and could be discussed under those categories.)

Point out that just as these autobiographies could help a stranger get to know the learners, so this collection of their value indicators may help the learners know themselves better. Learners should look back at their autobiographies occasionally. New value indicators may need to be added and old ones taken out as learners grow. This type of change is a natural outcome of new experiences.

Even values themselves sometimes change. The learners' next activity will be to find out what major personal values their indicators point to.

AUTOBIOGRAPHY TOPICS

1. Interest or activity

   a. What do you like to do?
   b. What are your hobbies or special interests (such as music or sports)?
   c. Do you belong to any groups (such as Boy Scouts, Girl Scouts, etc.)? What do they do?
   d. Do you have a job?

2. Goals

   a. What do you want most in life?
   b. Do you have any career plans?
   c. What things would you like to do that you can't do now? What things would you like to be able to do?
   d. What things do you want to learn? What things would you like to be better at?

3. Attitudes or feelings

   a. What makes you happy?
   b. What makes you sad?
   c. When are you proud of yourself?
   d. When do you feel angry?

4. Worries or problems

   a. What things depress you?
   b. With what things do you have trouble?
   c. When are you discouraged or disappointed in yourself?
   d. What things do you wish you could do something about?

5. Beliefs

   a. What basic rules or truths do you try to live by?
   b. How do you think people should treat each other?
   c. What do you think the world ought to be like?
   d. What things do you think are wrong? What do you think people should not do?

CHOICE, PRIDE, ACTION

LESSON FOUR

GOAL

Learners will discover that choice, pride, and action are the distinguishing characteristics of ideas. Learners identify their ideas by looking for these three characteristics in the value indicators expressed in their autobiographies.

PERFORMANCE OBJECTIVE

Given his value indicators, the learner will measure each one against the three determiners of values:

1. *Would he choose this over all others?*
2. *Is he proud of this?*
3. *Does he act often on this?*

LESSON TIME

60 minutes

NEW VOCABULARY

Determiners - tools for deciding if a value indicator has the characteristics of a value

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
	Rulers
	Chart paper
	Marking pen (optional)

Instructor Preparation Tasks

Obtain a sufficient supply of rulers, chart paper, and pencils for the learners.

Prepare a sample values chart (as shown within the lesson) on chart paper or draw a sample values chart on the board.

Instructional Procedures

INTRODUCTION

Review the categories of value indicators with a guessing game. Divide the learners into two teams. Tell them, for example: "I know someone who is afraid to talk in front of a group." Let the teams compete to tell what kind of value indicator (in this case a worry or problem) was described. After two or three more examples from you (such as: "I know someone who is always friendly" - an attitude; or "I know someone who wants to be a pharmacist" - a goal), allow the person who identified the previous example correctly to provide the next example.

Ask the learners if they think knowing each other's value indicators can help people get along better. Ask the learners to explain their answers.

Possible response:

Yes. If you know what someone's interests are, you can do things both you and he enjoy. If you know what's worrying someone, you can try to help, or be more considerate.

Supply some of these reasons if the learners do not.

Mention that value indicators can be doors to improved understanding between people. Knowledge of one's own value indicators such as learners gained by doing their autobiographies are also doors to understanding one's own values. Today's lesson will give the learners three keys for unlocking this door. When they open it, they will see the values that have been hidden behind their thoughts, feelings, and actions. The learners will begin to understand the reasons why they think, feel, and do the things they do.

TASKS

Explain that values are acquired in many ways. Most often, children learn to hold the same values as their parents. Specific experiences also may teach values. For example, camping experiences may teach people to value the conservation of our forests and wildlife. Doing things together as a family may lead a person to value sharing or cooperation.

But often we learn our values so gradually that we are not aware of exactly what they are. Our value indicators give us clues about our values but stop short of telling us just what those values are.

The final step for finding out what we value is to look at each value indicator we have identified and ask three questions. These three questions are values determiners. Explain that a *determiner* is a tool for deciding if a value indicator has the characteristics of a value. (Write each question on the chalkboard.)

Ask: *Would I choose this over all others?* An example of a question asked in the interests or activities category would be: *Would you choose to play basketball over all other activities or is there some other activity that would always come first on your list?* The interest that comes at the top of your list qualifies for consideration as a possible value. In the worries and problems category ask: *What's my biggest worry or problem - the one that gives me the most trouble or that I think about most often?* A person may have several tied for first place or only one.

Next ask: *Am I proud of this? Does it make you feel good to do this?* If it does not, it is not a value, and there is probably another value hidden somewhere that makes you feel bad about what you are doing. For instance, suppose

you got to be the most popular boy or girl in class. You did this because it is important to you to be well-liked by everyone. But suppose that you became popular by buying things for your classmates. Now you are popular but it just is not satisfying. You wonder if other people like you for yourself or for what you buy. them. Obviously, popularity alone is not what you value, even though you may have thought so. You value being liked for yourself. Your worries about why people like you point to that hidden value. When you see a value indicator you are not completely proud of and happy about, ask yourself why, and try to find that hidden value. In the case of a worry or problem, it may be just this bad feeling that's bothering you.

The last question to ask is: *Do I often act on this? That means, do you often show by your actions that you hold this value?* Let's look again at the basketball example. If you would rather play basketball than anything else, you probably value it highly. If you are glad you enjoy basketball this much, it is even more likely to be a value. If you also play basketball a lot, then you can count basketball as a value. Again, in the case of a worry or problem, you would check to see if you spend a lot of time thinking about it or acting in a way that bothers you.

A word of caution here. Often a value indicator like basketball may not be a value by itself but may join with others such as swimming, gymnastics, and playing football to form one value: sports. Also, something you do mainly because it is necessary, like sleeping or eating, does not need to be considered, even though you may spend a lot of time at it.

In any case, if you can answer "yes" to all three questions about a value indicator, it is a value. If you answer "no" to any of the questions, the indicator does not point to that value, but may point to another hidden value you need to pay more attention to. Often, for instance, we have a belief we think is very important but seldom or never act on it. Action is important. When we act on a value, we find out more about how we really feel, and whether or not we really want to hold that value.

Ask the learners for examples of value indicators other than interests or activities. (Examples might include anything from wanting to travel around the world to jealousy.) Work through the three questions to find out which are values.

Assign the learners to assess their value indicators in the following manner: (1) Make a chart like this on a piece of paper. (Instructor may draw the chart as shown below on the chalkboard or have it on chart paper.)

VALUES CHART

Value Indicator	Would I choose this over all others in the same category?	Am I proud of this and do I feel good a-bout it?	Do I often act on this?

(2) Underline all the falue indicators in your autobiography. If some seem related to each other (like several sports or other similar hobbies, attitudes, etc.), write a word or phrase instead that stands for them all, such as "sports" or "fair play" in the value indicator column. List all other individual value indicators.

(3) Write "yes" or "no" in each of the other columns.

(4) Draw a star next to each indicator that qualifies as a value.

(5) If you think of hidden values as you examine your indicators, add the new ones to your list and check them against the three questions.

Give the learners the materials (pencils, paper, rulers) and a time limit (about thirty minutes).

SUMMARY

Ask the learners how well they think they know their own values now.

Possible responses:

1. *I do not think I know them much better.*
2. *They seem about the same as my value indicators.*
3. *I can see the reasons why I like some things more than others.*

Emphasize that even with the three key questions, getting to know yourself and your values is most often a gradual process, like getting to know a friend. Future lessons will provide many more activities to help sharpen the learners' understanding of their values.

MEANS VERSUS ENDS

LESSON FIVE

GOAL

Learners will be able to make a distinction between means versus ends and be able to use this basis for finding values in actions.

PERFORMANCE OBJECTIVE

Given a hypothetical situation, the learner will distinguish between means and ends presented.

LESSON TIME

45 minutes

NEW VOCABULARY

Means - the ways a person chooses to reach a certain goal

Ends - goals

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheets: 1. *Means and Ends* 2. *Sweet Lizzie* 3. *Mrs. Matilda's Mystery* (supplemental) Worksheet suggested answers: 1. *Means and Ends* 2. *Sweet Lizzie* 3. *Mrs. Matilda's Mystery* (supplemental) Assessment item	

Instructor Preparation Tasks

Duplicate the following items for each learner:

1. *Means and Ends*
2. *Sweet Lizzie*
3. *Mrs. Matilda's Mystery* (supplemental)
4. Assessment item

Instructional Procedures

INTRODUCTION

Ask the learners to name the value indicators they have learned.

Desired responses:

1. *Beliefs*
2. *Attitudes and feelings*
3. *Worries or problems*
4. *Goals*
5. *Interests and activities*

Ask the learners what the three value determiners are which help us decide if a value indicator qualifies as a value.

Desired responses:

1. *Would I choose this over all others?*
2. *Am I proud of this?*
3. *Do I often act on this?*

Tell the learners that besides asking the three value questions, there are other ways of finding out about your values and value indicators. One way is called "Means or Ends." The learners will try out this new way of looking at values today.

TASKS

Explain the difference between means and ends. Means are the ways a person chooses to reach a certain goal. Ends are his goals. For example, a person might run errands and baby-sit as a means to the end or goal of being able to buy a bicycle.

Both the means and the ends a person chooses reflect his values. For instance, the person in our example could have asked his parents or even stolen as a means to the end of getting a bike. But he evidently valued honesty and independence, and those values influenced his choice of means. His end or goal also reflects a value - perhaps independence again (being able to provide his own transportation).

Sometimes an end goal may also be the means to a larger or longer-range goal. A person might want to buy a bike so that later he could have a paper route, go on long bike trips, or races.

If you look at your own actions and goals, they may show you more values you hold; values that did not show up in your other value indicators.

The *Means and Ends* worksheet will help learners understand the difference between those two concepts and how they are related to values. Distribute the worksheet for independent work (about 10-15 minutes).

To complete the lesson, distribute the worksheet *Sweet Lizzie*. This worksheet is provided to give learners independent practice distinguishing means from ends using simpler vocabulary. The learners should be able to complete it in less than ten minutes. Correct and collect both worksheets.

Mrs. Matilda's Mystery gives more practice identifying means and ends. It may be reproduced and used independently by learners during free time or reading or you could read it aloud and have the learners answer the questions orally.

SUMMARY

Suggest that learners look again, in their free time, at the goals they listed as value indicators.

Ask:
1. *What means are they using to reach those goals?*
2. *Why did they choose those means?*
3. *Are their goals also means to other ends?*
4. *What are they?*

These questions may be posted for learner reference.

Assessment Procedures

DESCRIPTION

Multiple-choice items are used to assess achievement of the objective.

DIRECTIONS

The learners will read the items and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

1-c, 2-a

Name_____

Date_____

Lesson 5

ASSESSMENT ITEM

Mr. Monroe is the head of a large lumber company. He says that his work is "farming the forests." His company always plants new trees where old ones were cut down. Mr. Monroe says, "This way, we can meet our nations's need for lumber today and in the future."

1. Which phrase best tells what end (goal or purpose) Mr. Monroe values most?

   a. Get rich quick
   b. Increase his business
   c. Make sure we always have enough lumber
   d. Remove forests to make room for houses

2. What means is Mr. Monroe using to reach the end he values?

   a. Replanting
   b. Using less wood
   c. Growing bigger trees
   d. Making artificial trees

Name_____

Date_____

MEANS AND ENDS

Lesson 5

Different people often choose different means to reach the same end or goal. Below are three lists. Each list tells what a different person did one day to reach the same set of goals.

Tom	Gerry	George
. Built a model	. Wrote an outline of the history chapter	. Asked his sister for gift ideas
. Made flash cards of important names and dates	. Bought Beth a record	. Read comic books
. Planned to buy a gift with friends	. Watched T.V.	. Had a friend drill him on important history facts

I. Beside each person's name, write what he or she did to reach the goal.

1. Goal: To do well on tomorrow's history test

Tom: _____

Gerry: _____

George: _____

2. Goal: To have fun

Tom: _____

Gerry: _____

George: _____

3. Goal: To have a present for Beth by her party day after tomorrow.

Tom: _____

Gerry: _____

George: _____

II. Whose choice of means showed each value? (Circle the correct name.)

1. His means for having fun show he values being able to make things.

Tom

Gerry

George

2. His means for getting Beth's present show he values doing things on his own.

Tom

Gerry

George

3. His means for getting Beth's present show he values working in groups.

Tom

Gerry

George

4. His means for doing well on the test show he values having help from others.

Tom

Gerry

George

III. Fill in the blanks.

Means and ends are not the same. People may use different _____ to reach the same ____ or goal.

A person's values show up both in the ends or goals he or she chooses, and in the _____ he or she uses to reach those ends.

When you think about your own goals, ask yourself what _____ you are using to reach them. Do your means and ends seem to agree as to the value lying behind them? If they don't, there may be a hidden _____ you can uncover.

MEANS AND ENDS

SUGGESTED CORRECT ANSWERS

Lesson 5

Different people often choose different means to reach the same end or goal. Below are three lists. Each list tells what a different person did one day to reach the same set of goals.

Tom	Gerry	George
. Built a model	. Wrote an outline of the history chapter	. Asked his sister for gift ideas
. Made flash cards of important names and dates	. Bought Beth a record	. Read comic books
. Planned to buy a gift with friends	. Watched T.V.	. Had a friend drill him on important history facts

I. Beside each person's name, write what he or she did to reach the goal.

1. Goal: To do well on tomorrow's history test

   Tom: Made flash cards of important names and dates

   Gerry: Wrote an outline of the history chapter

   George: Had a friend drill him on important history facts

2. Goal: To have fun

   Tom: Built a model

   Gerry: Watched T.V.

   George: Read comic books

3. Goal: To have a present for Beth by her party day after tomorrow.

Tom: Planned to buy a gift with friends

Gerry: Bought Beth a record

George: Asked his sister for gift ideas

II. Whose choice of means showed each value? (Circle the correct name.)

1. His means for having fun show he values being able to make things.

(Tom)

Gerry

George

2. His means for getting Beth's present show he values doing things on his own.

Tom

(Gerry)

George

3. His means for getting Beth's present show he values working in groups.

(Tom)

Gerry

George

4. His means for doing well on the test show he values having help from others.

Tom

Gerry

(George)

III. Fill in the blanks.

Means and ends are not the same. People may use different means to reach the same end or goal.

A person's values show up both in the ends or goals he or she chooses, and in the means he or she uses to reach those ends.

When you think about your own goals, ask yourself what means you are using to reach them. Do your means and ends seem to agree as to the value lying behind them? If they don't, there may be a hidden value you can uncover.

Name_____

Date_____

Lesson 5

SWEET LIZZIE

There was a young lady from Gillum,
who loved a young man known as William.

Her love was too lonely,
for she loved him only,
and William loved no one at all.

The lady, named, Lizzie,
Went off in a tizzie,
And swore to eat nothing till Fall.

She spent her days crying,
and to her friends sighing,
"It's William I need by my side."

Well, William thought twice,
said Lizzie looked nice,
and asked her to be his sweet bride.

So she took his hand:
things turned out just as planned
by the clever young lady of Gillum.

1. The <u>end</u>, or goal, Lizzie wanted to reach was:

   a. To lose weight
   b. To love William
   c. To marry William

2. What <u>means</u> did Lizzie use to reach her goal? (Circle all correct answers.)

   a. Being friendly
   b. Crying
   c. Going hungry
   d. Dressing up
   e. Telling her friends
   f. Giving gifts

SWEET LIZZIE

SUGGESTED CORRECT ANSWERS

1. The end, or goal, Lizzie wanted to reach was:

   a. To lose weight
   b. To love William
   c. To marry William

2. What means did Lizzie use to reach her goal? (Circle all correct answers.)

   a. Being friendly
   b. Crying
   c. Going hungry
   d. Dressing up
   e. Telling her friends
   f. Giving gifts

Name_____

Date_____

MRS. MATILDA'S MYSTERY

Lesson 5

Of all the grownups in the neighborhood, Mrs. Matilda is the children's favorite. She's always doing something unexpected. This spring, she promised to have a surprise for everyone on Judy Baker's birthday, which is not until August. All the children have been watching Mrs. Matilda ever since, to see if they can find out what the surprise will be.

In March, Mrs. Matilda bought some wood, wire fencing, and nails. "Ah-ha," said David Smith. "She's going to build something. Do you think it might be a rocket ship?"

In April, Mrs. Matilda bought three yellow chicks. She put them in the pen she had built with the wood, wire, and nails. "She's going to give Judy a baby chick!" said little Sandy Martin. Beth Higgins said that couldn't be right, because the chicks would be full-grown hens by August.

A few weeks later, Mrs. Matilda planted a garden. No one saw what kind of seeds she patted down into the soil, and Mrs. Matilda would say nothing but, "Wait and see!"

Time passed. The chicks turned into hens, and began to lay eggs. Plants grew in Mrs. Matilda's garden. No one in the neighborhood had ever seen anything quite like them before. "I hope they're magic," said Josh Bigelow.

One day in July, Mrs. Matilda brought home a black and white dairy cow and tied her with a long rope to the mulberry tree in her back yard. "A loan from a friend," Mrs. Matilda said. "I want to do this right, you know," she added, as she harvested the crop from her garden. Everyone knew the cow and the garden crop both had something to do with the birthday surprise.

Finally, August came. A week before the party, Mrs. Matilda went to the store. Her grocery bag had all sorts of mysterious bulges, but she wouldn't say what was inside.

At Judy's party, everyone was talking. What was Mrs. Matilda's surprise? When would they see it? Then Judy's mom brought in the presents. Among them were two packages from Mrs. Matilda. One was long, and heavy at one end. "A gift from the garden" the card said. The other was heavy, too. Mrs. Baker carried it very carefully.

Judy opened Mrs. Matilda's packages as fast as she could. The long one was an old fashioned long-handled popcorn popper, filled with popcorn. "Popcorn! So that's what she was growing in her garden!" the children all said at once.

Judy opened the second box, and there was the biggest birthday cake she had ever seen. The words, "Happy Birthday, Judy" were written on the top with icing. On the sides were icing-hens and an icing-cow. "Mrs. Matilda's cow and hens!" the children exclaimed. Tommy figured it out: "She got them to make the eggs and milk for Judy's cake! Mrs. Matilda usually tried to plan ahead. Mrs. Matilda had surprised them again!

1. List all the things Mrs. Matilda did in order to make Judy's presents.

2. All those things were means to an end, which was to surprise Judy with two presents.

   a. What were the presents?_____

   _____

   b. Did Mrs. Matilda choose good means to achieve her ends?

   _____

   c. How did Mrs. Matilda's means make her gift a big surprise?

   _____

   _____

   d. What if Mrs. Matilda had just bought a cake and popcorn at the store? Would that have been as much of a surprise?

   _____

   _____

   _____

MRS. MATILDA'S MYSTERY

SUGGESTED CORRECT ANSWERS

1. List all the things Mrs. Matilda did in order to make Judy's presents.

   Bought materials and built a pen for her chickens; bought and raised chicks; planted, grew, and harvested popcorn; borrowed (and milked) a cow; went to the store; popped popcorn and baked a cake.

2. All those things were means to an end, which was to surprise Judy with two presents.

   a. What were the presents? Popcorn in a popper; a birthday cake.

   b. Did Mrs. Matilda choose good means to achieve her ends?

      Yes

   c. How did Mrs. Matilda's means make her gift a big surprise?
      She made a mystery out of it. The children tried to guess what the gift would be.

   d. What if Mrs. Matilda had just bought a cake and popcorn at the store? Would that have been as much of a surprise?
      No. There would not have been any suspense, or guessing beforehand. Also, her gifts would not have been so unusual.

PREFERENCES OR VALUES?

LESSON SIX

GOAL

Learners will develop skill in distinguishing between preferences and values.

PERFORMANCE OBJECTIVE

Given sample statements, the learner will classify them as preferences or values.

LESSON TIME

30 minutes

NEW VOCABULARY

Preference - something preferred or chosen over something else.

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheets: 1. *What's The Difference?* 2. *Preference or Value?* (supplemental)	

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet keys: 1. *What's The Difference? Answer Key* 2. *Preference or Value? Answer Key* (supplemental) Assessment item	

INSTRUCTOR PREPARATION TASKS

Duplicate one copy of the following items for each learner:

1. *What's The Difference?*
2. *Preference or Value?* (supplemental)
3. Assessment item

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Remind the learners that so far they have learned two ways to think about values. Ask what they are.

Possible responses:

1. *Value indicators and the three questions*
2. *Means and ends*

Inform the learners that one more tool for examining values is to think in terms of the difference between preferences and values. This tool will help learners understand which of their own value indicators are, or point to values, and which are less important.

TASKS

Define a *preference* as something you choose or prefer over something else. For example, you might have a preference for chocolate over vanilla ice cream. Explain that preferences involve making little, everyday choices,

like what T.V. show you would like to watch or what kind of candy to buy. A person's preferences may change from day to day. Ask the learners for more examples of preferences.

Possible responses:

1. *Choosing a book in the library*
2. *Deciding what to wear*
3. *Who to play with*

Point out that, as the learners know, values are more basic and more important than that sort of thing. Values do not change from day to day. They may change but much more slowly. They are the fundamental ideas and feelings people base their lives on. Friendliness, kindness, and approval from others are examples of the kinds of things people value. Ask the learners for other examples.

Possible responses:

1. *Being happy*
2. *Being helpful*

Direct the learners to work in pairs on the *What's The Difference?* worksheet for practice in discriminating between preferences and values. Pass out one copy to each partner. The worksheet should take about five minutes to complets.

Correct the worksheet with the class. After each answer is given, ask:

Why is this a preference? Why is this a value?

Explanations should be based on whether a small, everyday event or a major influence in a person's life was described.

SUMMARY

Mention that now the learners have a good grasp of just what values are. Suggest that they re-examine their values charts. Some of the entries may now clearly be only preferences.

The learners have touched briefly on the idea that values grow gradually from experiences and from the influence of parents and others. Point out that sometimes this growth process involves changing a value somewhat or replacing an outgrown value with a new one. Now that learners know how to find and recognize values, they are ready to learn how to recognize and deal with value changes. This is a simple process and the subject of the next lesson.

SUPPLEMENTAL ACTIVITIES

For additional practice, the learners may use the supplemental worksheet *Preference Or Value?*. Have the learners read the explanations of the worksheet aloud, then do the exercises silently. Correct the worksheet in class (total time: approximately ten minutes).

Assessment Procedures

DESCRIPTION

Multiple-choice items are used to assess achievement of the objective.

DIRECTIONS

The learners will read the items and record their responses. Assistance with the vocabulary may be given by the instructor. Accept other answers which can be defended.

KEY

1-P, 2-V, 3-V, 4-P, 5-P

Name_____

Date_____

Lesson 6

ASSESSMENT ITEM

Write "P" next to each sentence that shows a preference, and "V" next to each sentence that shows a value.

_____1. Peter would rather watch cartoons than movies.

_____2. Jill thinks we should protect our environment.

_____3. Larry believes everyone ought to learn a craft.

_____4. Jay says it's fun to make model planes.

_____5. Linda likes to be outdoors a lot.

Name _____

Date_____

Lesson 6

WHAT'S THE DIFFERENCE?

Remember that a preference is just a little everyday choice or decision, like whether to eat an apple or an orange. It usually does not have any big effect on a person's life.

Here are some more examples of preferences:

1. To buy a comic book
2. To sit next to a friend at lunch
3. To get up early
4. To go to the park

A person's preferences may change from day to day. For instance, today you may buy a comic book. Tomorrow, you may prefer to spend your money on candy.

Values do not change so quickly. A person who really values kindness , for example, will try to be kind to others today and tomorrow.

Also, values affect a person's basic decisions about how he should spend his time and what he thinks is good or bad.

Some examples of values people might hold are:

1. To speak freely
2. To hide feelings
3. To treat others fairly
4. To obey the law

Now, label each of these examples "P" for preference or "V" for value.

_____1. Let's go to Lucy's house.

_____2. Try to tell the truth.

_____3. What do you want for dinner?

_____4. She went skating.

_____5. Toby always works hard.

_____6. My favorite color this week is yellow.

WHAT'S THE DIFFERENCE?

ANSWER KEY

Remember that a preference is just a little everyday choice or decision, like whether to eat an apple or an orange. It usually does not have any big effect on a person's life.

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4. To obey the law

Now, label each of these examples "P" for preference or "V" for value.

P 1. Let's go to Lucy's house.

V 2. Try to tell the truth.

P 3. What do you want for dinner?

P 4. She went skating.

V 5. Toby always works hard.

P 6. My favorite color this week is yellow.

Name_____

Date_____

Supplemental, Lesson 6

PREFERENCE OR VALUE?

Write "P" next to each sentence that shows a preference, and "V" next to each sentence that shows a value.

_____1. Pam decided to go swimming.

_____2. Jay likes being responsible for feeding his pets.

_____3. Joe baked chocolate brownies.

_____4. Linda doesn't see anything wrong with cheating on tests.

_____5. Tom thinks it's important to be popular.

_____6. Teresa spent her allowance on a new record.

_____7. Bill wants to play chess.

_____8. Nancy says we should help younger children.

In each sentence you labelled "V," circle the word or words that show what the value is.

PREFERENCE OR VALUE?

ANSWER KEY

Write "P" next to each sentence that shows a preference, and "V" next to each sentence that shows a value.

P 1. Pam decided to go swimming.

This is an everday choice. It might be a value indicator, but we do not have enough information to be able to call it a value. We therefore label it a preference.

V 2. Jay likes being responsible for feeding his pets.

Being responsible is not an everyday preference, but one that is chosen after considerable thought, and one which is often acted on. It may be classified as a value.

P 3. Joe baked chocolate brownies.

This is clearly just something Joe did for fun. There is no evidence that his decision to make brownies indicated more than a preference.

V 4. Linda doesn't see anything wrong with cheating on tests.

Linda has evidently thought about and acted on this attitude. It is not the kind of thing one decides casually. It appears to be a value.

V 5. Tom thinks it's important to be popular.

This belief is pretty serious and basic. It is not a small or unimportant decision. Tom values popularity.

__P__ 6. Teresa spent her allowance on a new record.

This was a relatively little, everyday choice. Teresa preferred to spend her money on a record rather than on something else. This choice may be a value indicator but alone it is not a value.

__P__ 7. Bill wants to play chess.

This is clearly a simple preference-based choice.

__V__ 8. Nancy says we should help younger children.

This is a more basic belief. A belief such as this, like values expressed in examples two, four, and five, are likely to influence many of a person's decisions and choices in life. It is a value.

In each sentence you labelled "V", circle the word or words that show what the value is.

CHANGING THOUGHTS

LESSON SEVEN

GOAL

Learners will learn that ideas are not static, but may be modified or replaced by others. This may happen quickly or gradually. It is the effect of other people and events upon our thoughts, feelings, and actions.

PERFORMANCE OBJECTIVE

Given a hypothetical situation, the learner will state: (1) what value the protagonist originally held; (2) what value the protagonist held at the end of the story; and (3) what person or event influenced the change in values.

LESSON TIME

45 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Thought Changes*	
Assessment item	

Instructor Preparation Tasks

Duplicate one copy of the following items for each learner:

1. *Thought Changes*
2. Assessment item

Instructional Procedures

INTRODUCTION

Tell the learners their autobiographies gave them some idea of what their values are now.

Ask. *How many think you will still hold all of these values next year? by age thirty?*

Learners respond by raising their hands. If some learners expect their values to change ask:

What might change some of your values?

Possible responses:

1. *Things you read*
2. *Different experiences, like making new friends*
3. *Meeting people with ideas that are different than yours*
4. *Trying new things*
5. *Getting new interests*
6. *Growing up*

Ask: Suppose you had written a value indicator autobiography when you were seven. *Would some of your values have been different? Can you name some values you have changed or acquired since then?*

Possible responses:

1. *I value being able to do more things on my own now.*
2. *I value being able to write poetry now. I tried it for the first time last year.*

Point out that values can change in many ways, for many reasons; and that the goal of today's lesson is to take a closer look at just how that happens.

TASKS

Explain that values do not have to change, and that some of a person's values may stay the same for a lifetime.

Often a person's values change without his being aware of it. This is especially likely if he assumes his values never change and never spends any time thinking about them in the way the class is practicing. An example would be a man who says he values working with other people. This was true several years ago, but now he prefers to work alone. He has a problem, though. He still thinks he values working with others. He keeps volunteering for group work situations, but he winds up hating his work.

Ask: *What does he value now? Does he know he values this?*

Desired response: Being able to work alone. No.

Ask: *What might have made him change that value?*

Possible responses:

1. *Maybe the groups made him do all their work.*
2. *Maybe he can work faster alone.*

Tell the learners: He doesn't seem very happy about the change. Maybe that's because he is still acting on a value he no longer holds.

Ask: *How could he find out how his value has changed?*

Possible response:

Look at his value indicators--his attitudes, feelings, and actions would show him how his value has changed.

Ask: *What could he do to make himself happier?*

Desired response:

Act on his value--choose to work alone instead of in groups.

Emphasize that it is important to have a way of dealing with changes in your values, so that you can continue to choose those activities which will make you happiest.

Tell the learners that from the questions they discussed about the man in the example, four key questions for thinking about your own value changes may be drawn. Enumerate and list on the chalkboard.

1. *What was the original value?*
2. *What is the new value?*
3. *What person(s) or experience(s) caused the change?*
4. *How do you feel about the change?*

Add that you might also want to think about what you could do to make yourself feel better about that value--even if it means changing it or going back to the old one if you don't like the new value.

Tell the learners that today's worksheet *Thought Changes* looks at the first three questions on the list. Distribute the worksheet.

Work through the first exercise with the learners as follows:

1. Have the story read aloud, while other learners follow along.

2. Read the first question. Learners will respond that Ted valued honesty. This is correct. Point out that this honesty was complete and absolute - no "little white lies" were allowed. Neither could Ted decide not to express an opinion. He felt he must <u>always</u> say what he thought. Ask how many learners agree or disagree with Ted's original views on honesty. Ask the learners to explain why they agree or disagree.

   Possible responses:

   1. *I agree because to tell "white lies" or not say what you think is dishonest.*
   2. *I disagree because sometimes other things are more important than complete honesty.*

Have the learners write in their answer to question 1.

3. Read and have the learners answer orally questions 2 and 3. When consensus is reached, have the learners write in their answers.

4. Read and discuss question 4. Ask the learners to state Ted's new definition of honesty.

Possible response:

Telling the truth as long as it doesn't hurt someone else.

Point out that Ted's new definition of honesty does not mean that he would not still be completely honest and truthful in most situations. He just decided that sometimes he should be less open and honest in order to protect other people's feelings. Ask the learners if they think it is sometimes good to keep the whole truth from someone. Have the learners give examples to explain their position.

Possible responses:

1. *Sometimes you have to lie a little - like telling your little sister you don't know what she's getting for her birthday, when you really do.*

2. *If you had bad news for someone, it might be kinder not to tell him.*

Possible responses:

1. *Complete honesty is always best.*
2. *Sooner or later people will find out the truth; and then they'll wonder why you didn't tell them.*

Be careful to emphasize that either point of view can be equally valid, or "right." Close the discussion without making any final judgement of Ted's decision or of the learners' opinions.

Direct the learners to complete the worksheet independently. Provide for collection and correction of the worksheet.

SUMMARY

Tell the learners that it is important to understand that values can change and to learn to spot those changes in their own lives. If they can do this, learners will find life less confusing as they grow and find their ideas changing. They can also find life more satisfying by acting on their current values.

Coming lessons will be a variety of activities aimed at increasing the learners' knowledge of their values. The learners may find that some of their values change as they are tried out in these different situations. This is perfectly all right and should be accepted by others. Everyone has a right to change his mind, and that includes changing his values, too.

Assessment Procedures

DESCRIPTION

Short-answer items are used to assess achievement of the objective.

DIRECTIONS

The learners will read the items and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

Sample acceptable responses:

1. Camping, backpacking; "roughing it"
2. "A hot shower and a soft bed"; comfort
3. Camping in the rain; being cold and wet; soot and ashes from a smoky fire.

Name_____

Date_____

Lesson 7

ASSESSMENT ITEM

"I love to rough it!" Julie exclaimed as she and her friends set out for a week of backpacking. "Sleeping under the stars, singing around the campfire, that's the life for me!" she said.

But when Julie came home a week later, she was singing a different song. "Boy, what I'd give for a hot shower and a soft bed! Aargh! I never want to go camping again! It rained the whole time. I was cold and wet. The fire was too smoky. Soot and ashes got all over everything."

1. What did Julie value originally?_____

2. What does Julie value more now?_____

3. What experiences made Julie change her value?_____

_____

Name _____

THOUGHT CHANGES

Date _____

Lesson 7

Read the stories and answer the questions.

Ted has always valued honesty. But lately he's been feeling pretty dishonest. When his friend Bill got a haircut and asked Ted how he liked it, Ted told him it looked great. He really thought Bill's hair looked awful. Again, when Ted's mother gave him a new shirt for his birthday, Ted pretended he liked the gift, even though he would rather have had a record. He just didn't want to hurt Bill's or his mother's feelings.

Ted doesn't want to be dishonest, but he's beginning to see that sometimes other people's feelings are more important to him than complete honesty.

1. What was Ted's original value? _____

2. What has Ted found he values more than complete honesty?

_____

3. What experiences has Ted had that helped him arrive at his new value? _____

_____

4. (To discuss) Do you think Ted still values honesty? How has his understanding of honesty changed? _____

_____

Girl Scouting used to be the biggest thing in Joy's life. She earned more badges than anyone else in her troop. She waited eagerly all week for meeting time and never missed a meeting. She went camping every summer.

That's the way it used to be. Now, Joy's not so sure. She has had a lot of fun this semester working on a play at school. It has taken a lot of her time. Twice, Joy decided to skip a scout meeting to work on the play. She finds she doesn't enjoy meetings so much as she used to. Joy plans to go to a drama workshop this summer, instead of to scout camp.

5. What did Joy value originally? _____

6. What does Joy value more now? _____

7. What experience made Joy change her value? _____

_____

THOUGHT CHANGES

ANSWER KEY

Lesson 7

Read the stories and answer the questions.

Ted has always valued honesty. But lately he's been feeling pretty dishonest. When his friend Bill got a haircut and asked Ted how he liked it, Ted told him it looked great. He really thought Bill's hair looked awful. Again, when Ted's mother gave him a new shirt for his birthday, Ted pretended he liked the gift, even though he would rather have had a record. He just didn't want to hurt Bill's or his mother's feelings.

Ted doesn't want to be dishonest, but he's beginning to see that sometimes other people's feelings are more important to him than complete honesty.

1. What was Ted's original value? Honesty

2. What has Ted found he values more than complete honesty? Other people's feelings; being kind and considerate

3. What experiences has Ted had that helped him arrive at his new value? Bill's haircut; the present from Mother

4. (To discuss) Do you think Ted still values honesty? How has his understanding of honesty changed? Yes. He now feels honesty should be tempered with kindness.

Girl Scouting used to be the biggest thing in Joy's life. She earned more badges than anyone else in her troop. She waited eagerly all week for meeting time and never missed a meeting. She went camping every summer.

That's the way it used to be. Now, Joy's not so sure. She has had a lot of fun this semester working on a play at school. It has taken a lot of her time. Twice, Joy decided to skip a scout meeting to work on the play. She finds she doesn't enjoy meetings so much as she used to. Joy plans to go to a drama workshop this summer, instead of to scout camp.

5. What did Joy value originally? Girl Scouting

6. What does Joy value more now? Drama

7. What experience made Joy change her value? Working on a play at school

THINKING OUT LOUD

LESSON EIGHT

GOAL

Learners will choose topics on which to express their opinions.

PERFORMANCE OBJECTIVE

Given questions on money, future plans, family, school, or friends in an interview, the learner will describe his values as they relate to these topics.

LESSON TIME

120 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information sheets: *Activity Description: Thinking Out Loud* *Activity Record*	

Instructor Preparation Tasks

Read the *Activity Description: Thinking Out Loud*

List the six categories of questions on the board.

Prepare the *Activity Record* for the instructor's use.

Instructional Procedures

INTRODUCTION

Today's activity will give the learners their first opportunity to try out their values. Ask the learners to describe interviews they have seen on television news or variety programs. Ask:

What kinds of questions were asked?

Possible responses:

1. *Team coaches are often interviewed by sportscasters who ask questions like "Who will win the game?" or "What do you think of the other team?"*

2. *Sometimes people are asked what they think about something in the news, like prices, a new law, or something the President has said or done.*

Point out that people being interviewed are put on the spot - forced by the questions they're asked to think on their feet. Sometimes when that happens, a person expresses a value he had not realized was important to him or says something in haste he later decides he does not really believe. Being interviewed can help a person see his values more clearly by discussing his ideas and by spending time afterwards thinking over what was said. Also, talking about his values can help an individual examine whether he really feels good about them.

TASKS

Today, the learners will have an opportunity to be interviewed by the instructor. There are five categories of questions (list the following on the board): money, future plans, family, school, and friends.

The learners who would like to be interviewed by you should pick a topic area in which they would like to examine some of their own values and ideas.

Explain the ground rules for the interviews:

1. The learner being interviewed may say "pass" on any question he does not wish to answer.

2. The learner or interviewer may terminate the interview at any time by saying, "Thank you for the interview."

Interviews will be conducted during spare moments throughout the week. Everyone will have a chance to be interviewed, but no one will be forced to participate. Learners' participation will be recorded on a checklist but not graded.

The learners in the audience should pay close attention. They will have an opportunity to express their own feelings about the ideas discussed and to ask questions of the person being interviewed (who may "pass" on any question) at the end of the interview.

Ask for a first volunteer. Conduct a short interview, using the sample questions on the information sheet, *Activity Description: Thinking Out Loud*, as a starting point. Allow other learners to participate at the end of the interview. If time permits, conduct another interview, especially if someone from the "audience" is anxious to talk at some length about an idea brought up in the first interview.

If you wish, you may use the *Activity Record* form to keep track of learner participation in Lessons 8-12. Record completion of the activity on this record.

SUMMARY

Remind the learners that interviews will be conducted all week, and that everyone will have a chance to participate.

Have the learners evaluate the lesson. Ask:

Do they feel it was worthwhile? Why or why not?

Possible responses:

1. *Yes. It is interesting to find out what other people think about some of the things I think about a lot.*

2. *No. All I did was just sit here.*

Discuss ways to make interviews better, such as keeping them short, encouraging more audience participation, or adding more topics. Learners may also wish to try variations on the format, such as panel discussions of topics currently in the news or school problems.

ACTIVITY DESCRIPTION

THINKING OUT LOUD

DECSRIPTION

This activity allows the learner to publicly affirm his values, and to make spur-of-the moment value-indicating responses which will give him food for reflection.

PROCEDURE

A learner volunteer selects a topic he would like to be questioned on by the instructor. Topics include money, the future, family school, and friends. The learner sits at the instructor's desk or in a chair in front of the class. The instructor asks questions related to the learner's topic from a seat in the back of the room. The learner has a right to pass on any questions and may stop the session at any time by saying - "Thank you for the interview." The instructor may also terminate the interview.

Sample questions (by topic)

I. Money
   - A. Do you get an allowance:
     1. Do you earn it? How?
     2. Do you think it is a fair amount?
   - B. What jobs have you done to earn money?
     1. Which did you like most?
     2. Which did you like least?
     3. Do you have a job now? How do you feel about it?
   - C. How do you feel about people who have more money than you do?
     1. Do you want to have a lot of money someday?
     2. Do you think poor people are better or worse than rich people? In what way?
     3. What do you think we should do about poverty in our country?
   - D. If someone gave you $500, what would you do with it?

II. The Future
   - A. What do you thing you would like to do for a living?
     1. Have you discussed this with your parents? Hwy or why not?
     2. What do you know about that occupation?
     3. Do you know anyone who does that kind of work?
     4. Why do you think you would like it?
   - B. Do you plan to go to college?
     1. Do you get good grades now?
     2. What made you decide on college?
     3. What would you like to study?
     4. What could you do if you did not go to college?
   - C. Do you hope to travel when you are older?
     1. Where would you like to go?
     2. Would you like to travel alone or with other people?
     3. How long would you like the trip to take?

III. Family
- A. What do you like to do as a family?
- B. Do you ever do things to help other people in your family without being asked or told to? What are some examples?
- C. What do you do that makes your mother (or father) happy? Why does it make them happy?
- D. What does your mother (or father) do that makes you especially happy?
- E. What do you do when your sister (or brother) does something you do not like? Does this make you feel better?

IV. School
- A. What are two things you would like to change about this school? Why?
- B. What do you think about grades in school? Are they fair? Why or why not?
- C. What was your favorite year in school? What made it special?
- D. If you were a teacher, how would you run your classes? Why?
- E. What would you most like to learn in school?

V. Friends
- A. What about you makes your friends like you?
- B. What do you like least (or most) about your friends?
- C. Do you spend a lot of time with your friends? Why or why not? What do you like to do together?
- D. Think of the person who was your best friend before and the person who is now your best friend.
  1. In what ways are the two alike?
  2. In what ways are they different?

ACTIVITY RECORD

Record the date on which each activity (Lessons 8-12) is started and completed, and make any comments you think might assist with revision of this unit.

Date Started	Date Completed	Activity	Comments
		Thinking Out Loud	
		Learning from	
		Values Conflicts	
		The Party	
		Free-Time Diary	
		Dairy Analysis	
		Plan of Action	

LEARNING FROM CONFLICTS

LESSON NINE

GOAL

Learners will have an opportunity to see questions from different points of view.

PERFORMANCE OBJECTIVE

Given an hypothetical situation involving a choice between two values, the learner will identify the values conflict involved.

LESSON TIME

45 minutes

NEW VOCABULARY

Values conflict - a situation in which a person must choose one of two opposing values he will act upon

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Role-Playing Strategy (Appendix A)	*Activity Record* (Lesson 8)
Assessment item	

Instructor Preparation Tasks

Read the *Role-Playing Strategy*.

Duplicate one copy of the assessment item for each learner.

Obtain the *Activity Record* from Lesson 8.

Instructional Procedures

INTRODUCTION

Mention to the learners that occasionally in the interviews, people talk about value-related problems they're not sure how to solve. Sometimes people face a slightly different problem:

They have to choose between two courses of action, each one based on a different value. An easy example would be a boy who has to choose whether to go out for sports, as his friends suggest, or to concentrate on his schoolwork, which his father wants him to do. He cannot do both. He has to choose. Ask:

If he chooses to do what his friends suggest, what values might he be choosing?

Possible responses:

1. *Sports is more important than school.*
2. *Doing what your friends want is more important than doing what your father wants.*
3. *Doing what you want for yourself is more important than doing what anybody else says to do.*

What values would the boy be expressing if he decided to do as his father wished and concentrate on school?

Possible responses:

1. *School is more important than sports.*
2. *Obeying your father is more important than pleasing your friends.*

Explain that a *values conflict* occurs when a person is placed in a situation in which he must choose one of two opposing values he will act upon. He may feel torn between two choices, both of which are important to his values, his feelings about himself, and his happiness.

Today, using a role-playing activity, learners will get a chance to explore ways of resolving values conflicts.

TASKS

Present the following problem situation:

One of the boys in Judy's class asked her to go out to a movie Friday night. Judy wants to go, but her mother says she is too young to start dating, especially at night.

Select volunteers to play Judy and her mother.

Present these questions for observers to consider as they watch the play: (Write these questions on the chalkboard.)

1. *Does Judy have to choose between two or more values? What are they?*

2. *What would you do in Judy's place?*

3. *Do you think things would happen this way in real life?*

Allow the problem to be played for two to four minutes. Stop the action before a solution is reached. (The purpose of the activity is to illuminate aspects of values conflicts, not to impose a specific solution.)

Discuss with the learners the questions posed earlier. Also, ask the actors how they felt in the role-playing situation.

If there is sufficient time and interest, replay the problem. Have the original actors trade roles or use new actors. The situation might be varied to a boy asking his father to drive him and his first date to a movie or sports event, with the father refusing to allow his son to go out on dates.

Record comments and activity completion on the *Activity Record*.

Assess the learners' ability to identify values conflicts using the multiple-choice item provided. The conflict it describes may be discussed or used as the basis for further role playing.

SUMMARY

Point out that role playing is a useful way to try out solutions to some problems that come up. Tell the learners there will be more opportunities for role playing in the future, and that you will accept written suggestions of problems or topics for the plays to focus on.

SUPPLEMENTAL ACTIVITIES

Additional role-playing activities:

I. Patty's friends don't like Jill and don't want Patty to play with her. Patty enjoys Jill's company but doesn't want to lose her other friends. Have two learners (boys and/or girls) play two halves of Patty's mind, each trying to convince her to make a different decision about Jill. The audience will be Patty and can discuss afterwards about what they think Patty should do.

II. Jim has just been chosen team captain. Now he and the other captain have to choose their teams. As he looks around the room, Jim sees the faces of the boys who are almost always chosen last. Jim wants to choose them first so they'll feel accepted, but at the same time, he wants to choose the best players before the other captain does so that his team will win. What should Jim do?

(This situation may be role played, discussed, and/or written about by learners.)

ASSESSMENT PROCEDURES

DESCRIPTION

A multiple-choice item is used to assess achievement of the objective.

DIRECTIONS

The learners will read the item and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

C

Name_____

Date_____

Lesson 9

ASSESSMENT ITEM

George has a problem. There's an important history test tomorrow. George hasn't studied. He knows he will do badly on the test unless he cheats. George has never cheated before. He thinks it is dishonest. He doesn't like the idea of cheating on this test but wants to get a good grade in history.

George has to decide if he should cheat on the test. Circle the letter beside the values he has to choose between.

a. Safety and speed
b. Carelessness and responsibility
c. Good grades and honesty
d. Friendship and fair play
e. Selfishness and kindness

THE PARTY

LESSON TEN

GOAL

Learners will reveal the ideas they have by the decisions they make solving a hypothetical problem.

PERFORMANCE OBJECTIVE

Given a simulated decision situation, the learner will describe the values on which he based his decision.

LESSON TIME

60 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information sheets: 1. *The Party* 2. ***Activity Description: The Party*** Assessment item	*Activity Record* (Lesson 8)

Instructor Preparation Tasks

Read and have available the *Activity Description: The Party*.

Duplicate the following items for each learner:

1. *The Party*
2. Assessment item

Obtain the *Activity Record* from Lesson 8.

Instructional Procedures

INTRODUCTION

Today's activity involves solving values conflicts, just as the role playing did. Ask the learners to recall the description of a values conflict.

Desired response:

A person has a values conflict when he has to choose which of two opposite values to act on.

Tell the learners that today they will have to make some very difficult decisions. The decisions the learners make will tell them something about what things they value more than others.

Tell the learners that today they will play a game called *The Party*. It involves making some important decisions.

TASKS

Divide the class into groups of five. Present them with the problem stated in the *Activity Description: The Party*. Distribute the information sheet *The Party* and read the descriptions of the situation and guests aloud.

Direct the learners to act as Jean and make the decision in exactly 15 minutes. Notify the learners when they have 10, 5, and 1 minute to go. Stop the activity exactly when the 15 minutes are up.

Have each group list the guests selected for the party and the reason why each of the six was chosen. At the bottom of the list, have the learners describe the value or values on which they based their decisions. Collect the lists that the groups prepared.

Allow the groups to share their decisions with the rest of the class.

Record comments and activity completion on the *Activity Record*.

SUMMARY

Ask questions about group problem-solving processes, such as: *Did you listen thoughtfully to others in your group? Did you reach a group decision, or were some people forced to give in by people who refused to change their own minds?*

Also, ask about personal values: *Did you feel your solution was the right one? What do your choices say about your values?* These questions may be reflected upon, written about privately, or discussed.

Assessment Procedures

DESCRIPTION

A group decision report is used to assess achievement of the objective.

DIRECTIONS

Instruct the learner groups to list the six guests chosen for the partyand give the reason why each was selected. At the bottom of the list, have the learners describe the value or values on which they based their decisions.

KEY

Instructor's satisfaction

Name_____

Date_____

Lesson 10

ASSESSMENT ITEM

Directions: List the six guests chosen for the party and give the reason why each was selected.

1. Guest:_____Why Chosen:_____

_____

2. Guest:_____Why Chosen:_____

_____

3. Guest:_____Why Chosen:_____

_____

4. Guest:_____Why Chosen:_____

_____

5. Guest:_____Why Chosen:_____

_____

6. Guest:_____Why Chosen:_____

_____

(Continued on other side)

Describe the value or values on which you based your decisions.

ACTIVITY DESCRIPTION

THE PARTY

DESCRIPTION

This activity is a simulated problem-solving exercise. Students make decisions which illuminate their personal values. The way they interact with others in their groups also points up facets of their value structures.

PROCEDURES

The teacher divides the class into groups of five, then presents the following problem:

PROBLEM

THE PARTY

Jean has a difficult decision to make. She is going to have a slumber party this year for her birthday. Her mother says Jean may only invite six friends. There just is not room for any more. But Jean's list already has ten names on it. Who should she invite?

Jean's Guest List:

1. Marianne - her best friend for years
2. Lisa - took Jean to the movies on her birthday
3. Karen - sits next to Jean at school
4. Linda - a neighbor who Jean plays with a lot, even though Linda goes to a different school
5. Carolyn - often takes Jean along when her family goes places
6. Sandy - Jean likes her and wants to become a closer friend
7. Michele - a friend for years and has come to all of Jean's other parties
8. Lynn - has been asking Jean who she is going to invite
9. Barbara - pals around with Jean at school
10. Marcella - a brand new friend

The teacher distributes *The Party* to the learners and reads the problem description and guest list aloud.

The groups are to act as Jean and will have exactly 15 minutes to make the decision. The teacher notifies them when they have 10, 5, and 1 minute to go and stops the activity in exactly 15 minutes.

Each group may then share their decisions with the rest of the class.

The teacher asks questions about group problem-solving processes, such as: *Did you listen thoughtfully tc others in your group? Did you reach a group decision or were some people forced to give in by people who refused to change their own minds?*

The teacher also asks about personal values: *Did you feel your solution was the right one? What do your choices say about your values?* These questions may be reflected upon, written about privately, or discussed.

THE PARTY

Jean has a difficult decision to make. She is going to have a slumber party this year for her birthday. Her mother says Jean may only invite six friends. There just is not room for any more. But Jean's list already has ten names on it. Who should she invite?

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The teacher distributes *The Party* to the learners and reads the problem description and guest list aloud.

The groups are to act as Jean and will have exactly 15 minutes to make the decision. The teacher notifies them when they have 10, 5, and 1 minute to go and stops the activity in exactly 15 minutes.

FREE TIME DIARY

LESSON ELEVEN

PART I

GOAL

Learners will keep records of their daily activities then examine them to find out the relationship of values to activities.

PERFORMANCE OBJECTIVE

Given a record of his activities, the learner will identify activities related to values he holds.

LESSON TIME

(Allow 1 week to complete)

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Diary Analysis Questions	*Activity Record* (Lesson 8)
	Lined writing paper

INSTRUCTOR PREPARATION TASKS

Obtain the *Activity Record* from Lesson 8.

Duplicate a copy of the *Diary Analysis Questions* on a chart or on individual dittoed sheets.

Obtain a sufficient supply of lined writing paper for each learner.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Remind the learners that daily activities are one type of value indicators. Today they will start a special diary that they will use to take a closer look at how their daily activities are related to their values.

TASK

Assign the class to keep a "free time" diary this week. The diary should record what the learner did during recess, noon and his or her free time at school each day. No comments or feelings need to be recorded, just activities. If desired, the learners may be directed to construct the form for this record on a piece of paper as follows:

Day and Time	Activity	Time Spent

A sample entry might be:

Day and Time	Activity	Time Spent
Monday, 10:00 a.m.	Read a book	40 min.
Monday, 1:30 p.m.	Did homework before it was due	30 min.

Tell the learners to keep the diaries in their manila folders.

Record the date on which the diaries were begun on the *Activity Record*.

SUMMARY

Emphasize the importance of keeping complete and accurate diaries. Only that way will learners be able to participate in the next activity and learn more about the roles values play in their lives every day.

DIARY ANALYSIS

PART II

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Have a roll-call progress check to see that the learners have their completed diaries.

Ask the learners how they handled the assignment. Ask:

Did you record each activity as it occurred, at the end of each day, or for only a few days?

Possible response:

I tried to fill it in after every activity, but sometimes I got busy and forgot.

Ask how accurate the learners think their diaries are. Ask the learners if they think they may have omitted the description of activities they did not like.

Possible response:

1. *I tried to put in everything, good and bad, but sometimes it was hard to remember.*

2. *Sometimes it seemed like I didn't do anything at all.*

Point out that everything a person does, even if it is choosing to do nothing at all, is related to a value he holds. If he feels good about his choice of activities, he is acting on his values. If he feels regret about how he spent his time, he probably was acting in a way that went against his values. Today's lesson will help the learners think about how their values and free time activities are related.

TASKS

Pass out lined writing paper, and direct the learners to refer to their diaries to answer the following questions:

1. *How many hours does your diary cover?*

2. *How do you feel about how you spent your time?*

3. *How many hours were spent doing something that really made you feel good, happy, and proud of yourself?*

4. *How many house were spent doing things you do not value highly?*

5. *Do some of your activities seem to point to opposite values? Tell which activities they were and why they seemed so opposite.*

Remind the learners to give thoughtful, honest answers to these questions. They will not be graded or turned in.

Record comments and activity completion on the *Activity Record*. Direct the learners to keep their diaries and analyses in their envelopes.

SUMMARY

Ask: *How many learners are satisfied with the way they spent their free time? How many would choose to spend their time differently?*

Have the learner respond by raising their hands.

Ask: *What free time activities could you plan that you could feel proud of?*

Possible responses:

1. *Learn the game I have been wanting to learn*
2. *Finish the project I've been working on*

Explain that looking at past activities and thinking about how he feels about them can help a person plan more satisfying and enjoyable ways to spend his time in the future.

Name_____

Date_____

Lesson 11, Part II

DIARY ANALYSIS QUESTIONS

1. How many hours does your diary cover?

_____

2. How do you feel about how you spent your free time?

_____

_____

_____

3. How many hours were spent doing something that really made you feel good, happy, and proud of yourself?

_____

4. How many hours were spent doing things you do not value highly?

_____

5. Do some of your activities seem to point to values that are opposite to each other? Tell which activities they were and why they seemed so opposite.

_____

_____

_____

_____

_____

PLAN OF ACTION

LESSON TWELVE

GOAL

Learners will plan and carry out activities which allow them to act on values they hold.

PERFORMANCE OBJECTIVE

The learner will plan and carry out activities related to a value he holds.

LESSON TIME

90* minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Plan of Action*	*Activity Record* (Lesson 8)
Assessment item: *Product Assessment Form: Plan of Action*	Chart paper or overhead projector

*45 minutes for making group decision and 45 minutes for planning how to go about it. Time will be needed on subsequent days for the learners to carry out, record, and evaluate their activities.

Instructor Preparation Task

Make one transparency of the worksheet *Plan of Action* for the instructor's use or reproduce it on chart paper.

Duplicate one copy of the worksheet *Plan of Action* for each learner.

Obtain the *Activity Record* from Lesson 8 and prepare the *Product Assessment Form: Plan of Action* for the instructor's use.

Instructional Procedures

INTRODUCTION

In the last lesson the learners shared some ideas about activities they could plan so that they would have more opportunities to act on their values. Ask the learners to recall some examples:

Possible responses:

1. *Read a good book*
2. *Spend more time drawing*
3. *Get my coin collection organized*

Today the learners will have an opportunity to translate these ideas into action. They will plan specific activities related to one of their values and begin to keep a record of when these activities are completed.

TASKS

Using an overhead transparency or a chart of the *Plan of Action,* work through the following example with learners:

This is the form the learners will use to plan their value-related activities. The first question is: *"What value did you choose?"* Each learner may select his own, or small groups or the whole class may decide on a value they share and would like to work on together. For example, the class might decide they all would like to work on the value of improving their community (write in the appropriate space).

They would then plan at least three activities that would make that value a real part of their lives. For instance, they might decide to clean up a dirty street (write in as first activity). Ask the learners for other community improvement activities a class might be able to plan and carry out.

Possible responses:

1. *Paint a run-down park or church building*
2. *Organize a block party*
3. *Try to get a park put in or improved*
4. *Plant trees along a highway*
5. *Collect food, clothes, and toys for poor children*

Record at least two of the suggested activities on the *Plan of Action.*

Mention that most of these activities would require a lot of planning and a lot of work to complete. After the class has completed the activities, the learners would ask themselves question two. *How did these activities make you feel about your values?*

Possible responses:

1. *These activities made us feel proud of ourselves and our value* (write in appropriate space).
2. *We want to keep this value.*

The last question asks: *What did you learn from these activities?*

One thing the class would learn would be how they feel about their chosen value. Point out that they might even decide to discard a value and to replace it with one they consider more important. The class might also learn other things, such as how to paint walls or something about how their city government works (record any appropriate examples after question three).

Now the learners can decide how they wish to plan their activities (or you can assign them to work alone, in groups, or as a class). Ask the learners for suggestions.

Possible responses:

1. *It would be more fun to work as a class. Let's choose a value we can all work on together.*
2. *Some of my friends and I are already working together on a project. We want to work as a group.*
3. *I think each person should work alone, but we could help each other think of activities.*

If a class project is preferred, discuss the possibilities. Be careful to choose a value shared by all. No one should be expected to act on values he does not support. When agreement is reached, distribute the *Plan of Action* for the learners to fill in and keep for future reference.

If individual and/or small group action is chosen, distribute the worksheet and allow the learners to decide on the value and activities they wish to pursue.

The learners may need to refer to the values charts from Lesson 4, which should be in their envelopes, in order to identify a value to act on.

SUMMARY

Review the concept that along with choice and pride, action is an important aspect of a person's values. One cannot be sure he really holds a value until he sees how it feels to act on it.

Tell the learners (if applicable) that their choice of whether to work as a class, in a small group, or alone said something about their values. Ask them why they made the choice they did.

Possible responses:

1. *We can accomplish more by working together.*
2. *I'd rather work alone.*

After the learners have had a chance to act on that value choice in today's lesson, ask:

How did your actions affect your attitude toward your value? Would you make the same choice again or a different one?

Possible response:

I think it would have been more fun to plan a class project.

If the learners decided to work as a class, set a date for further planning or for the first activity. Otherwise, set a date by which the learners should have completed at least one activity. (Keep track of learner progress with the *Product Assessment Form* in this lesson and record comments and activity completion on the *Activity Record.)*

SUPPLEMENTARY ACTIVITY

Have a "Values in Action" day in which:

1. Learners share some hobby or recent activity with the class, and tell what value it allows them to act on. OR...

2. A half-hour is set aside for the learners to pursue some quiet activity related to one of their values. They might choose to read, write a letter, work a puzzle, paint, or even just rest. At the end of the period, each learner should be able to tell what value he acted on and how he feels about the way he spent his time.

ASSESSMENT PROCEDURES

DESCRIPTION

The *Plan of Action* worksheet used during the lesson will be used to assess achievement of the objective.

A *Product Assessment Form* is provided for the instructor's use.

DIRECTIONS

Record the number of activities planned and completed by each learner.

KEY

Instructor's satisfaction (At least one-half of the activities planned should be completed.)

Date_____
Lesson 12

ASSESSMENT ITEM

PRODUCT ASSESSMENT FORM

PLAN OF ACTION

Name	No. of activities planned	No. of activities completed	At least one-half of activities completed

Name_____

Date_____

Lesson 12

PLAN OF ACTION

1. What value did you choose? _____

Activity	Date(s)
1.	
2.	
3.	

2. How did these activities make you feel about your value?

_____

_____

3. What did you learn from these activities? _____

_____

_____

A LAST LOOK

LESSON THIRTEEN

GOAL

Learners will complete a *Product Evaluation Questionnaire*. They will then discuss their evaluation of the unit's effectiveness.

PERFORMANCE OBJECTIVE

*Given an opinion survey, the learner will express his evaluation of the values unit.**

LESSON TIME

30 minutes

*This objective is designed to measure the unit's effectiveness rather than learner achievement.

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Product Evaluation Questionnaire: Thinking It Over* *Discussion Strategy* (Appendix A)	

Instructor Preparation Tasks

Duplicate one copy of the *Product Evaluation Questionnaire: Thinking It Over* for each learner.

Read the *Discussion Strategy*.

Instructional Procedures

INTRODUCTION

Tell the learners that today's lesson concludes their values study. Review the following concepts learned:

1. Our interests, activities, goals, beliefs, worries, problems, and attitudes are value indicators - they can show us what our values are.

2. Three value determiners are choice, pride, and action.

Ask the learners to explain what these three terms mean in relation to values.

Desired responses:

1. *Choice means you would choose that value or value indicator over all others.*
2. *Pride means you're proud of your value or that it's important to you.*
3. *Action means you act on that value.*
4. *Values can change through the experiences we have.*

The learners have had a chance to look at their own value indicators and values and to try them out in a variety of situations.

TASKS

Review the following activities provided in the lessons:

1. Identifying value indicators
2. Writing autobiographies
3. Identifying values
4. Distinguishing between *means* and *ends* and between *preferences* and *values*
5. Clarifying learners' values through interviews, role playing, *The Party*, diaries, and *Plan of Action* activities.

Distribute the *Proudct Evaluation Questionnaire: Thinking It Over.* Ask the learners to use this questionnaire to express their opinions about the lessons. The learners' names will not be on the sheets. Their responses will be used to revise and improve the lessons and to assess their effectiveness, not to grade the learners.

After the learners have completed the questionnaire, discuss with them their evaluation of the lessons.

Ask: *What parts did you enjoy most? Least? Do you think the lessons were worthwhile? Do you feel you have come to know yourselves and your values any better?*

Ask the learners to explain their answers.

Possible responses:

1. *I liked the "Plan of Action" best.*
2. *We really got to <u>do</u> something.*
3. *I think these were good lessons.*
4. *I never really understood about values before.*

Discuss any other items on the questionnaire which are of interest to yourself or to the learners.

Collect the papers.

SUMMARY

Close with an explanation that (if you and the learners wish) even though the lessons are officially finished, the learners will from time to time have opportunities to engage in some of the value clarification activities they have enjoyed.

Date_____

Lesson 13

PRODUCT EVALUATION QUESTIONNAIRE

THINKING IT OVER

1. Did you enjoy the lessons on values? (circle one)

   a lot some not very much

2. What lesson or lessons did you like best? Why?

3. What lesson or lessons did you like least? Why?

4. If you had it to do over agian, would you choose to study values? Why or why not?

5. What kind of students (like yourself, older, younger, etc.) do you think would get the most out of these lessons?

6. Would you like to learn more about values or have more activities like the ones in the lessons?

7. What are the most important things you learned in these lessons? (Try to list at least <u>three</u>.)

APPENDIX A

Instructional Strategy Guides

DISCUSSION STRATEGY

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."[1] During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."[2] This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.[3] Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

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[1] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw Hill, 1959), p. 178.
[2] Ibid.
[3] W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 97.

A. Use of Discussion Techniques[4]

1. To exchange information
2. To form attitudes
3. To make decisions
4. To release tensions

B. Discussion Strategies

1. Before beginning a discussion, make sure that the learners have sufficient background information. This can be provided through previous lessons or preparatory information in the same lesson.
2. Prepare a list of questions to be asked, along with typical learner responses.
   a. Even in its simplest form a list of prepared questions helps prevent moments of confusion which destroy the effects of a good discussion.
   b. If a vairation of an instructor-directed discussion is chosen, questions should be prepared and written for use by small groups or groups demonstrating opposing viewpoints.

---

[4] J. Jeffrey Auer and Henry Lee Eubank, Handbook for Discussion Leaders, (New York: Harper and Row, 1947), pp. 8-9.

3. Advise learners to exchange ideas with other learners as well as with the instructor.
4. Tell learners that participation in a discussion carries a commitment to listen to and respect other's opinions.
   a. Respect of another opinion means accepting that opinion as a valid belief of another person.
   b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.
5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.
6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.
7. Make the discussion as informal as possible.
8. Arrange chairs in a comfortable manner, preferably in a circle.
9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.
10. The instructor and/or discussion leader should direct the session with enthusiasm.

11. Do not make a discussion session too lengthy. Terminate it when all opinions have been heard.
12. If a discussion is to have a leader other than the instructor, that leader should be chosen and prepared in advance.
13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.
2. Do not answer too many of your own questions.
3. Vary the approach to asking questions. *Example:* Ask questions to the group. Ask for a volunteer. Ask questions of a particular individual.
4. Inject differing points of view.
5. Elicit explanations from proponents of differing points of view.
6. Encourage group interplay by calling for reaction to statements made by participants.
7. Monitor the discussion to steer away from monopolizers.
8. If necessary, clarify what is said.
9. Occasionally summarize what has been said before considering other aspects of the problem. Provide

enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.

11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion

a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.

b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.

c. The chairman performs the responsibilities as listed in Section C.

d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a

question could be requested by the chairman.

2. Symposium[5]

   a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.

   b. Each participant is given a chance to briefly state his point of view; a moderator, preferably a student, then opens the meeting to the group.

   c. The symposium is particularly useful as a vehicle for committee reports.

   d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio-visual material to enhance their presentations.

3. Interview Technique

   a. The interview technique is a method used in a conference between an interviewer(s) and a respondent. Direct questioning is used to draw information from the respondent.[6] The

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[5] James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction - Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311.

[6] Good, op. cit., p. 298.

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.

c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.

d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents, and often a question answered by one can be further developed by the other.

e. It is a good practice to have eigher the

respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool in such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."[7]

b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, evaluating each one before deciding on

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[7]Brown, Lewis, and Harcleroad, op. cit., p. 313.

the most promising course of action.

c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion - Debate[8]

a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.

b. During a debate session, two or more speakers deliberately present opposing views to the same issue.

c. No effort is made to reach a decision or to recognize common parts of differing views.

d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.

e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should be given each participant.

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[8]Good, op. cit., p. 312.

f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the issue should be informed that such a vote will be taken at the conclusion of the debate session.

g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

ROLE-PLAYING STRATEGY

Role playing is a teaching technique which uses "the act of assuming, either in imagination or overtly, the part or function of another or others."[9] If role playing is the best method of staisfying the objective(s) of a lesson, then the following steps might prove helpful.[10]

A. Use of Role Playing

1. To develop individual confidence
2. To develop group responsibility
3. To practice decision making
4. To show casual behavioral relationships
5. To improve self-concepts
6. To relieve tensions

B. Identifying the Problem - Role playing usually focuses on a problem.

1. The role-playing situation will be readily accepted by the learners if the group identifies the problem to be studied.
2. All facets of the problem should be listed and the problem narrowed or reduced, preferably by the group, before actual role playing begins.

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[9] Carter V. Good (ed.), Dictionary of Education, (New York: McGraw-Hill Co., 1959), p. 471.

[10] Fannie R. Shaftel, Role Playing for Social Values: Decision Making in the Social Studies, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1967), pp. 65-66.

3. After selecting and reducing the problem, the instructor and/or learners need to develop the problem story. The problem story should define the situation and characters in a life-like setting.

C. Warming-up Period - If the learner group participated in the planning of all stages up to this point, then the warming-up period is simply a review before role playing.

1. Acquaint the learners with the problem, the situation, the characters, and the setting. This can be done by reading or telling the problem story.

D. Choosing the Participants

1. Ideally participation should be voluntary.
2. If selection of participants is necessary, handle the situation with tact. The following suggestions should be used only if appropriate with a particular group.
   a. Allow names to be suggested.
   b. Let those chosen have a part in selecting others.

E. Setting the Stage

1. Help participants become involved by stating

the time of day, talking about facial expressions of the characters, feelings involved, etc. Varying lengths of time should be spent with individual actors, depending upon their age and maturity.

2. Prepare the observers by discussing the major concepts of the problem and the main parts to be played. The observers should be asked to determine whether they think the actors are behaving in a manner true to life. They should also be asked to come up with an idea for a solution to the problem. Help the learners understand why laughing spoils role playing. It is important to emphasize that the way an actor portrays a role has no reflection upon him as a person - he is evaluated for his ability to portray the situation as true to life.

F. Role Playing

1. Time will vary according to the magnitude of the problem.
2. The purpose is to show the problem, not the solution; therefore, stop the action as soon as the problem is viewed.
3. Ask the players to remain on stage to help preserve the scene for the observers.

G. Evaluating the Action

1. Determine if the situation seemed real. If not, determine why not. Ask questions such as: (1) Could this happen in real life? (2) What would you have done in _____ place? (3) What would happen if _____?
2. Discuss possible solutions to the problem and decide which solution is best for most people.
3. If time permits and if it would be beneficial, do further role playing on the topic. Use the same actors, different actors, or the same actors in different roles. The same situation could be replayed, or it could be a continuation of that situation. Perhaps an enactment of what preceded the original situation could be developed.

H. Follow-up Activities - Activities which enhance dircussion of the problem and/or solutions to the problem are always desirable. Activities chosen should involve everyone and should be compatible with the age and interests of the group. The following activities are suggestions:

1. Art project
2. Large or small discussion groups
3. Interviews

4. Use of audio-visual materials
5. Field trips
6. Oral or written reports
7. Role playing of same or similar subject at a later date

Role playing is no panacea, but it does offer teachers a technique adaptable to many classroom situations. Role playing should not be considered an effortless technique, since successful role playing requires a great deal of thought and preparation. Learners and instructors can find role playing a rewarding experience if they prepare and participate.

APPENDIX B

Activities Resources

Activities Resources

1. Values Associates
   P. O. Box 43
   Amherst, Mass. 01002
   Tel. (413) 256-8346

This group runs teacher-training workshops in the types of values clarification techniques and activities used in this unit and described in the two books co-authored by Sidney Simon.

They also have available, for just a few cents each, materials describing other activities, especially ones which integrate the study of values into all curriculum areas.

2. Learning Corporation of America
   711 Fifth Ave.
   New York, New York 10022

This company has recently (1972) placed on the market: Searching for Values: A Film Anthology. This is a structured series of clips from excellent commercial films which present values conflicts; plus a teacher's guide containing related learner activities.

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